

THE  
DELTA KAPPA  
GAMMA

# Bulletin

SPRING . . . . 1955



## Purposes

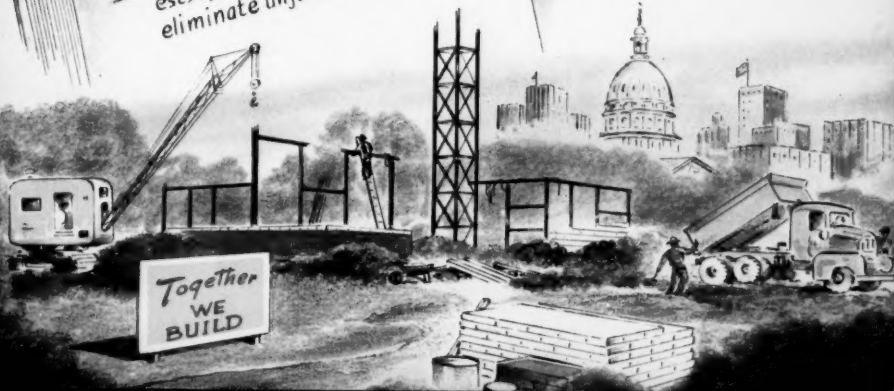
- I To unite women educators of the world in a genuine spiritual fellowship;
- II To honor women who have given distinctive service in any field of education;
- III To protect the professional interests of women in education and eliminate unjust discrimination;

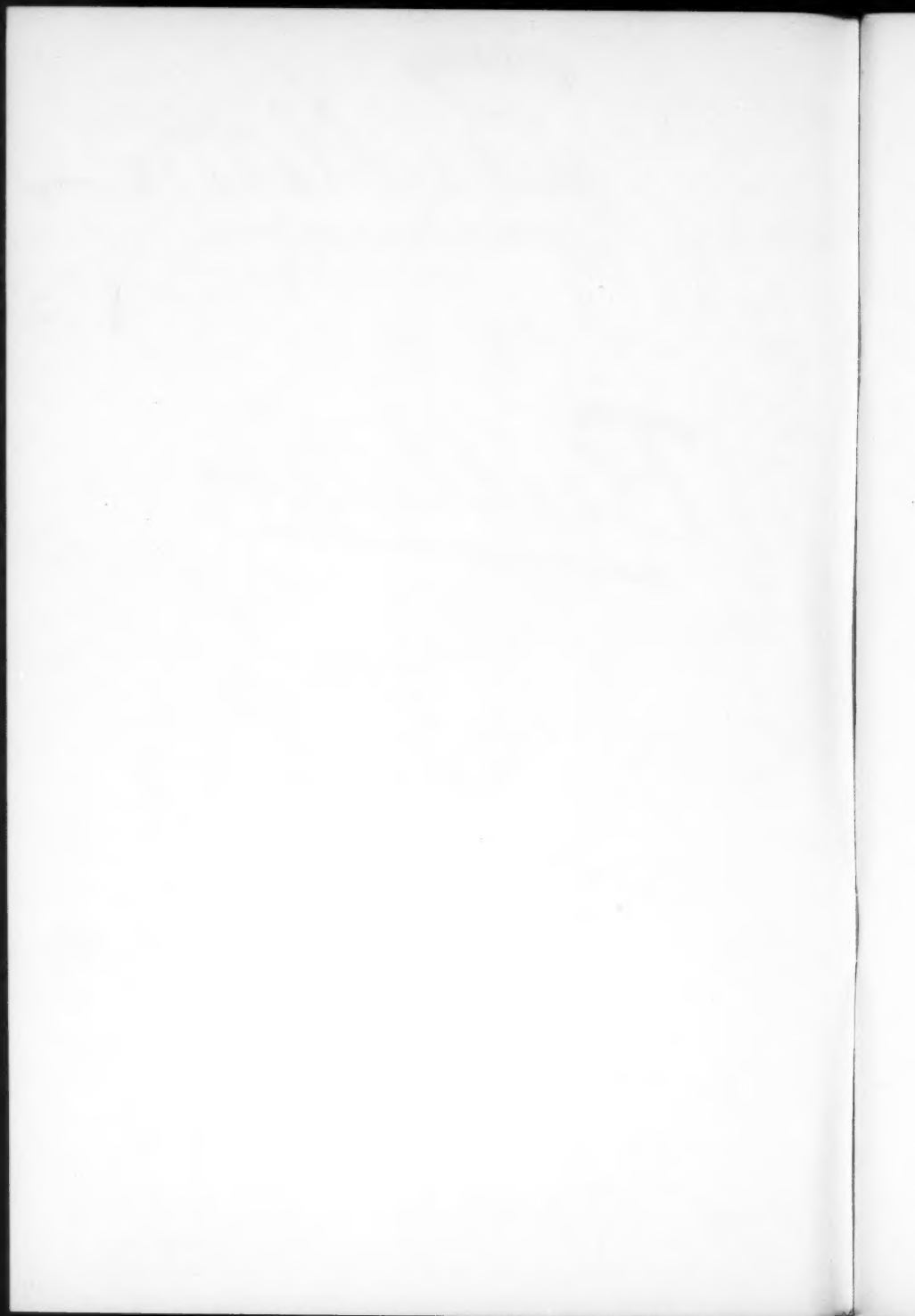
IV To sponsor and support desirable educational legislation and initiate legislation in the interests of women educators;

V To endow scholarships to aid outstanding women teachers in pursuing graduate study;

VI To initiate and develop a continuous program of teacher welfare designed to improve the economic, social, and political status of women and . . . . .

VII To inform the membership of current economic, social, political, and educational issues to the end that they may become intelligent functioning members of a world society.





**THE  
DELTA KAPPA GAMMA**

***Bulletin***

**SPRING • 1955**

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# The Delta Kappa Gamma Bulletin

M. MARGARET STROH, *Editor*

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# THE DELTA KAPPA GAMMA BULLETIN

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Dr. Elizabeth Stadlander has established herself in our respect because of her energetic pursuit of research projects that need to be done. Last year she presented a very challenging report on membership problems in her own state. At the moment she is serving as National Chairman of the Research Committee. Her unflagging energy and her unbelievable industry assure us results.

Dr. Stadlander has been in teacher education for a long time and is currently Professor of Education in Allegheny College, Meadville, Pennsylvania. She is a member of Alpha Gamma Chapter.

The provisions for the Northwest Regional Conference described by Dr. Louise Clement, the present Regional Director, sound very alluring. With her customary zeal, Louise Clement has made remarkable preparations for a splendid Regional Conference in Gearhart. Occurring in June, it will start the procession of Regional Conferences scheduled for 1955. Dr. Clement is a member of Nu Chapter in Washington.

Miss Carolyn Wones is a member of the Zeta Chapter in Illinois and has worked indefatigably on the National Program Committee for the past three years. Miss Wones is interpreting for us our national program with its present foci, and urging that we add to our programs on developing leadership and selective recruitment by including two or three concrete possibilities.

Mrs. Bertha Fitzsimmons, who served as the Chairman of the committee in Indiana which made the study reported in the article on the "Economic and Social Status of the Retired Women Teachers of Indiana," is a member of the Delta Chapter. Mrs. Fitzsimmons retired as Professor of Education from Indiana State Teachers College in 1950, but she is a member of and an indefatigable worker in numbers of professional organizations.

Mrs. Eunah Holden, in behalf of the Building Committee, is making a report to the membership in this issue. It will assure those who read it that the mandates of the Convention are being carried

out and that the Building Committee has worked indefatigably to fulfil its assignment. Mrs. Holden is a member of Beta Chapter in Florida.

Miss Cecile C. Coombs, beloved Northeast Regional Director, sketches for our readers the plans for the Northeast Regional Conference. Miss Coombs is a member of Delta Chapter in Illinois and Supervisor of Music of the East St. Louis Public Schools. She is well and favorably known for her creative work and for her administrative ability.

In the article by Walter Lippman, "Educating for Leadership," we have utilized the services of a famous and thoughtful columnist. Granted permission to reprint this article by the Citizens Commission, we are featuring it in this issue, because we believe that what Mr. Lippman has to say is worth thinking about. We may not entirely agree with him, but certainly he challenges our thoughtful consideration. The article is especially appropriate because of the emphasis of our present program on the development of leadership among our members.

The Southeast Regional Conference is under the guidance of J. Elizabeth Jones, the Regional Director for that area. Miss Jones is a member of Lambda Chapter in Virginia and has been an active and dynamic participant in the regional meetings in that area for a number of years.

Mrs. Boyd, as National President, analyzes our procedures in securing an expression of membership opinion. She believes that ample provision has been made for a democratic expression of opinion. Read what she has to say. She is a member of Epsilon Chapter in Indiana.

Mrs. Eva White has taught for eight years in the Russell Elementary School, which is the subject of her arresting article. The Supreme Court decision which has stirred public opinion over the nation is being implemented in a variety of ways. Some states are postponing their own

decisions about the way in which implementation must take place. Others are proceeding with great energy to make readjustments. Whatever opinion may be in your community, the issue of segregation will remain a vexatious one for some time to come. We think it is appropriate, therefore, to feature an article by a woman who has worked on this problem practically for eight years. She believes in the experiment of which she writes. Certainly her account challenges our careful consideration. Mrs. White is a member of Alpha Omega Chapter in California.

Yvette Rosenthal is the present Regional Director for the Southwest and has made some enticing plans for a successful meeting in El Paso. Miss Rosenthal is a member of the Omicron Chapter in Texas and was state president for three years.

Once again we feature an article by Sarah Caldwell of the Beta Mu Chapter in Ohio. Mrs. Caldwell, busy as she is, promised to report to us on the Montevideo meeting of Unesco to which she was a delegate. She has done so with clarity, frankness, and with great care to appraise accurately the many factors in the situation. We recommend Mrs. Caldwell's fine article to you as being informative, candid, and illuminating.

We close this issue with an article by Dr. Ethel Percy Andrus, who needs little introduction to thousands of men and women over the nation. She has rendered splendid service as the National President of the Retired Teachers Association and has succeeded with her energetic leadership in bringing into being a dream cherished by many retired teachers. Dr. Andrus believes in her organization and in its great potentialities. Read her stirring account of the way in which a great dream was brought into reality. Dr. Andrus does not tell you of her own fine contributions and of the vision with which she has imbued thousands of her fellow members.

# How Will We Look in 1956?

ELIZABETH STADTLANDER

**W**ILL The Delta Kappa Gamma Society have the flat Dior look, the hour-glass figure of the gay '90's, the voluptuous appearance of the Good Queen Bess? Let us hope that we shall see ourselves as one of the ten best dressed women.

We present this analogy as an introduction to the Research Committee's project for the spring and summer of 1955. Our slogan will be: "Let Us Look at Ourselves." True, we shall be using the Membership Committee mirror, but we have their permission. What shall we see therein?

We ask you the time-honored question: Who is the most important person? You are, of course. Consequently, we shall challenge each member to look at herself. In what area are you employed? Where did you receive your training? What is the highest degree which you have earned? What honorary degree or degrees have you had conferred upon you? For how many years have you taught? Are you married or single, with or without dependents? These are but a few of the reflections.

Then we challenge the chapters to look at themselves and to analyze

what they see. Is it an hour-glass figure; that is, have the members taught the minimum and maximum number of years with few in the intermediate bracket? Are there areas of concentration such as a preponderance of secondary teachers in a chapter? Is there an imbalance in the number of single and married members? Are there more teachers - college - trained teachers than liberal art- or university-trained teachers among the members? We invite the chapters to make this a self-evaluation and use the data for rounding out the membership wherever possible, to compare themselves with others and perhaps to diet where necessary, to stimulate the appetite, or to redistribute if desirable.

Next, we challenge the state committees to look at their chapters. Are the potentialities within the state being tapped? Are there areas where chapters are small but the wealth for membership great? Are there areas where women educators are being deprived of the membership in Delta Kappa Gamma because the area has not been organized? Are there large metropolitan districts with single chapters so that we are being deprived of the advantages of counting outstandingly fine people in those urban areas in our chapters?

Lastly, the National Research Committee will tabulate the facts and figures to portray the total picture of Delta Kappa Gamma membership status. Shall we find an equitable distribution of classroom teachers, administrators at each

level, special educationists, librarians, special services personnel, ad infinitum. In other words, shall we know the *modus operandi* of Delta Kappa Gamma?

All of these data will be of value to chapters, to state committees, and to the national organization for the present and for future growth patterns. But only as we receive the cooperation of each member, of each chapter chairman, of each state chairman, shall we be able to complete the picture.

**AS** we review the records of the past and study the deliberations of regional and national discussion groups, we find recurring the same query: "How can we carry on research at the various levels? What is a research project?"

The present Research Committee feels that "how" is best answered by "doing." True, this is going to be a painstaking task for some chapter chairmen to reclaim questionnaires from dilatory members; likewise, some state chairmen are going to have to prod chapter chairmen to return tabulations; and very likely the National Committee is going to have to maintain continuous channels of communication with state chairmen in order to obtain a complete record. You say this is not typical Delta Kappa Gamma spirit! That is so. We must, of necessity, take a somewhat pessimistic viewpoint. Researchers know from experience that a 75 per cent return on a questionnaire is outstandingly good. The Research Committee, with the cooperation of all of the

members and the various chairmen, will endeavor to prove that Delta Kappa Gamma is the exception to the rule because we are leaders in the educational field and we believe that dependability and responsibility are leadership traits.

Your Research Committee also feels that from "doing" will arise questions and problems on methods, techniques, analyses. As an outcome of the questions arising from this project, the committee will then be able to anticipate your needs and will present to you a brochure on the topic of research which may serve as a handbook for future studies which chapters or states may conduct.

**ANY** research project begins with an hypothesis, a problem, or a question to be answered. We have heard members make generalizations: the membership of Delta Kappa Gamma is "middle age to oldish"; there is a preponderance of secondary school teachers among the members; there are no Roman Catholic Sisters in Delta Kappa Gamma; there is a predominance of master's degrees in chapters in metropolitan areas; there are more teachers college- or normal school-trained teachers than those trained in liberal arts colleges or universities. Are these assumptions correct?

The answers to these statements could be obtained by personal interview or by questionnaire. The committee selected the latter for obvious reasons.

The method might have been the random sampling one or the total

study method. After the unpredictability of the Gallup, Crosley and other polls in recent years, this technique in spite of all the rationalization has been in less repute, and after some of the bizarre conclusions drawn by readers of the Kinsey reports one questions the validity of the random sampling method for Delta Kappa Gamma. Again, with implicit faith in the cooperative spirit of members, the committee elected the total study method.

The collection of the data is the time-consuming process in any project. A "status study" or census must necessarily be carried forth with dispatch. For example, a census over a two-year period would be invalidated by retirements, changes in position, disability, et cetera. Therefore, we propose to collect the facts during the spring of this year.

The tabulation and analysis of such data become the challenge for the researchers, and the verification or disproof of the hypothesis begins to evolve as soon as data are available.

The presentation of the results taxes the ingenuity of the researchers. Verbalism must, of necessity, be incorporated into a report. But how can facts be presented most interestingly and most appealingly? With the impact of the visual, the Research Committee proposes to submit the facts in some graphic and tabular form.

The conclusion of a study again is one which depends upon the honesty of the researcher. In statistical

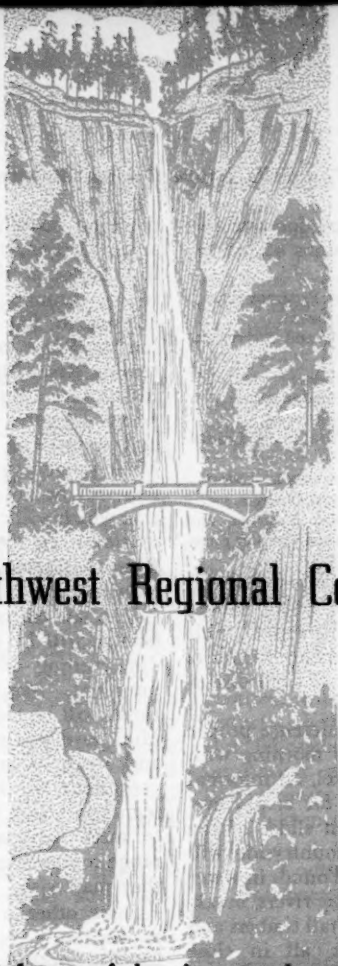
circles there is an old adage, "Figures don't lie, but liars can figure." Your Research Committee proposes to present the facts to you, but to let you draw a great many of the conclusions. As you see the sample tabulations and graphs at the various Regional Conferences during the summer, you may begin to compare your chapter with others in your state, your state with other states, and finally at the National Convention in 1956, with the national pattern. The strengths and weaknesses will be clearly evident to you.

We realize all too well that this is a prodigious task for people who are already involved in many enterprises. "I have filled out dozens of these questionnaires since becoming a member of Delta Kappa Gamma" attitude is going to face many chairmen. There may be procrastinators among our members. But

we also realize that only when we know ourselves, only when we have concrete evidence, only when we can compare ourselves with others do we accept the challenge to grow, develop, and change. Your Research Committee presents this study as a project. "Let Us Look at Ourselves!"

What kind of people are we who provide thousands of dollars yearly for scholarships and achievement awards, who seek to recruit and retain promising young people in the profession, who have achieved recognition as outstanding women leaders in educational pursuits, who undertake a \$150,000 building project?

Yes, let us look at ourselves in 1955. Do we have the flat look? Are we voluptuous? Are we well distributed, well rounded, stylish? Only you can give yourselves the answer.



MULTNOMAH  
FALLS ON  
COLUMBIA RIVER  
HIGHWAY  
620 feet

## The Northwest Regional Conference

**T**HE biennial conference of the Northwest Region of The Delta Kappa Gamma Society will be held June 24th to June 27th, with the entire facilities of the Gearhart Hotel at Gearhart, Oregon at the disposal of our members. The facilities include the seaside resort hotel with nearby cottages.

The spot chosen is ideal for beauty, inspiration, fellowship. Gearhart is thirty-five miles south of Astoria, the end of the famed Oregon Trail. A visit to this histor-

ic spot and monument is planned. It is some sixty miles south and west of Portland. Members arriving by train at Portland should then take a Greyhound bus to Gearhart. Those flying will change planes at Portland Airport, continuing their flight to Astoria, where they will be met by limousine and taken to the Hotel Gearhart without extra charge. Those arriving by car will have no difficulty if they consult any road map which includes northwest Oregon.

Program plans are for assembly sessions and discussions of the following topics:

1. Our New Five-Year Program Plan.
2. Activities in Recruitment.
3. Our Third Purpose—and Discrimination.
4. Membership Questions.
5. The Building of Headquarters.
6. Expansion in the Northwest.
7. Good Public Relations; Better Leadership Skills.
8. Our Legislative Program in Action.
9. Needed Constitutional Changes.
10. Implementing Our Program and Purposes through Improved Chapter Functioning.

Chairmen, resource persons, and discussants are now being chosen from all states in the region. Full participation by audience members will be a vital part of each discussion.

Although the Conference proper will begin Saturday morning with breakfast in the hotel, an informal evening is planned for Friday evening, June 24 when slides of the beautiful Oregon countryside will be shown. Oregon abounds in water—lovely lakes, gushing rivers, breaking ocean waves—in tall timbers and majestic mountains, all in close proximity. It also abounds in farms, fruit, and fish, each equally as interesting to the tourist from another part of the country.

At the end of the conference a caravan has been planned which will leave Gearhart early Tuesday

morning, making a loop through scenic Oregon, stopping at Timberline Lodge atop Mount Hood for lunch, through some of the back country to The Dalles on the Columbia River, and down the Columbia River highway to Portland in the late afternoon, from which point delegates will go their several ways. The Conference closes Monday evening, so this part of the trip will be an additional reservation which will cost five dollars plus whatever one spends for her lunch. Busses will accommodate those traveling by train or plane.

The last official part of the Conference will be the banquet Monday evening when our national president, Mrs. Edna McGuire Boyd, will be the featured speaker. Mrs. Boyd will also attend sessions and serve as resource person or consultant. Newly elected state presidents will have ample opportunity to meet national officers and arrange conferences in whatever areas they may wish.

Some other material facts seem appropriate. Accommodations will be nine dollars a day, American plan, which includes all meals with no extra charge for Birthday Luncheon, which will be Sunday noon, or the Monday evening banquet. There is a new swimming pool at the hotel—the Pacific is much too cold for all except the very young and the very hardy. Housing will be two in a room, so delegates should express preference for a roommate if possible. Half of the hotel rooms look out upon the Pacific; the others face a beautiful



golf course. One thing should be said twice: bring warm clothing! One rarely needs a summer frock unless one has a topcoat with it for early mornings or late afternoon. A suit, twin sweaters, and scarfs or stoles are necessary. Galoshes or rubbers will be found useful. Some are planning to visit Alaska, the Canadian Rockies, the Puget Sound area in Washington or other northwest spots after the conference. The same kind of warm clothing is needed in those places.

Reservations chairman is Mrs. Mildred Boyington, 1315 9th Street, Oregon City, Oregon. Ten dollars should be sent as a deposit. This will be returned if cancellation is made by June 10th. Reservations should be made well in advance as room assignments will be made by priority of reservation. If all rooms are filled, the last reservations will be housed a few miles farther down the beach.

For several years the states in the Northwest region have been

raising funds for their Northwest Regional Foreign Fellowship with which to bring a mature woman teacher from a foreign land to study and travel among us for a year. One of the highlights of the conference at Gearhart this summer will be having the recipient of this fellowship with us. Any Delta Kappa Gamma member from any state is welcome to attend a regional conference; the Northwest Regional meeting usually has a dozen or more from other regions. It is expected that the 1955 conference will exceed any previous one in this region in attendance. With Oregon's hospitality and unsurpassed scenery, with such a fine program as is planned, with special guests and features, these will make for fun and fellowship, information and inspiration, and the genuine spiritual purposes of Delta Kappa Gamma. Welcome, one and all, to Gearhart!

LOUISE CLEMENT,  
*Northwest Regional Director.*



## Interpreting Our National Program

CAROLYN WONES ♦♦♦♦♦♦♦♦

**U**NDoubtedly, as spring state conventions and planning meetings approach, chairmen will be considering suggestions for next year's programs. For those continuing or beginning the work on Selective Recruitment your chairman is suggesting for your consideration further development of the idea of recruitment. After your national chairman has received replies from her committee members she will relay further suggestions on program planning. In the meantime it will be well for all chairmen to read in its entirety the Program Manual for 1954-59 to understand better the philosophy of the committee planning the program.

An examination of the yearbooks from individual chapters from all parts of the United States indicates that quite general use is being made of the national program theme, *Selective Recruitment—Facing a Grave Shortage of Good Teachers*, even though many chapters had

already initiated their plans for program before the new focus was proposed and adopted by the National Convention in Boston in August. Program topics and descriptions of meetings as revealed in the yearbooks (admittedly the printed page cannot reveal the effectiveness of any program) indicate that a long established custom—namely, the entertaining of future teachers by a majority of chapters—is being continued. Furthermore, there is evidence that chapters are reviewing the causes of the teacher shortage; that certain chapters have found interesting ways to phrase program topics; that other chapters have made use of members, beginning teachers, future teachers, retired teachers, and members of lay groups in the community as participants in their programs.

If we as Delta Kappa Gamma members are to accept fully the challenge of Leadership in the area of Selective Recruitment, we need to think of, perhaps to some, addi-

tional areas for emphasis in the coming year. While it is true that we must *begin* where we are, we do not want to *stay* where we are. To the list of *Questions for Study* (see Program Manual, pages 20 and 21) let us, then, add one. What is the relationship of certification of teachers to the problem of recruitment of individuals qualified for the teaching profession? Ruth A. Stout, one of our Kansas members and Director of Field Programs for the Kansas State Teachers Association, in addressing the Albany Conference of the National Commission on Teacher Education and Professional Standards, lists, as one of the primary reasons for a shortage of well-qualified teachers, "low standards of preparation and certification which neither provide nor demand the preparation essential to the effective discharge of the responsibilities that confront today's teacher." She further states:

"It is common knowledge that the wider a gate is opened, the more room there is for people, or cattle, or water, to go through. On no more substantial analogy than this, perhaps, it has been reasoned that the lower the standards, the wider open the gate of opportunity to teaching stood, and the more young people would flock through. We need to remember that if food lies beyond the opening, the cattle push through, no matter how wide or narrow the gate. And water seeks its own level, irrespective of the width of the opening. But we are concerned with people and with progress, for too long we have failed to note what psychologists have long known of human reactions. We have forgotten about the prestige, the status factor, as well as the challenge provided when something is difficult to obtain. Particularly is the competitive American

spirit susceptible to challenge. Most important of all, we have forgotten the children, who need, as their teachers, the best prepared, best adjusted individuals it is possible to secure." (Taken from *The Albany Conference Report*, pages 151 and 152).

**ARE** we cognizant of the certification laws in our own states and in neighboring states? We may know that a person must have a degree to teach in our school, but in the recruitment of teachers that knowledge is about as valuable as knowing the order of the letters of the alphabet in learning to read. In the years during and since World War II we vaguely remember hearing "emergency certificate" and later "provisional certificate" used with increasing frequency. Do we know to whom such certificates may be issued? Our legislative committee might help us study the certification laws of our states. We have accepted as fact that emergency certificates are necessary. Now that the war emergency is over perhaps it is time for us to consider the relationship of our provisions for certification to the supply of good teachers.

In some of our teachers colleges there is an absence of programs of selection of candidates for admission. How do programs within the college help to select desirable candidates who ultimately are certified to teach? There is a need for the amalgamation of the work of the teachers college, the classroom teacher, and the administrator into some kind of a cooperative program, in the understanding and encouraging of admission programs

worthy of professional ideals voiced by college boards, teachers, and administrators. There are special opportunities for Delta Kappa Gamma chapters in areas where teachers colleges are located to work on this phase of recruitment. Each of us has a personal responsibility to seek out and encourage qualified young people to consider teaching as a profession. We need to exercise leadership in keeping standards for admission into our profession high. Before we can exercise that leadership we must be fully aware of what practice is being followed in at least our own state colleges for teachers. Acquainting ourselves with admission standards of other colleges training teachers would not be amiss.

**T**HERE is a growing concern over the number of young men and women who leave the teaching profession after one or two years. One of the requirements for membership in Delta Kappa Gamma is five years of teaching experience. Delta Kappa Gamma members, individually and collectively, are in a position to help the new teacher. Have we considered the reasons why new teachers leave the profession? To bring the matter close to home, let each of us ask: Why do they leave my system? Why do they leave my building? Is it through any lack of concerted effort on my part and that of my Delta Kappa Gamma chapter to help these new teachers? Since the most effective agent in recruitment is the ambitious, enthusiastic young teacher, if we help

these newcomers in their trying orientation period we are developing one of our most important agents in recruitment.

Did you take to heart "A Halo for Your Head?" by a beginning teacher published in the December *Delta Kappa Gamma News* quoted from the *Fort Worth Teachers Bulletin*. Both in an informal personal way as well as through a group project we can earn the right to wear the halo. Orientation of new teachers too often is postponed until it is too late.

Nu Chapter of Iowa has a program this year entitled "Keep Them Teaching—Each Teacher Bring a New Teacher or a First Year Teacher." That slogan provokes a challenge: entertain future teachers; why not new teachers?

Your National Program Chairman then suggests, as two areas of activity for state and chapter program committees, two action-program projects: study of, and improvement where necessary, standards of certification for teachers, and participation in the orientation of the young and new teacher. These two additional areas need not in any way preclude activities already in existence, in many instances well tried and successful. Without wishing to be presumptuous, your chairman has the temerity to suggest that a worthy coordination of program, legislative, selective recruitment and research committees can result in developing programs for 1955-56.

# The Economic and Social Status of the Retired Women Teachers of Indiana

BERTHA FITZSIMMONS



THE prospects for secure economic status and social opportunities in any profession, after retirement, are well worth considering by all individuals contemplating entering professions. Now that life expectancy following retirement has been extended in recent decades, the security during these retirement years (both economic and social) is of vital concern to all individuals facing retirement, and incidentally for those preparing

themselves to enter professions from which they will eventually retire.

A considerable amount of discussion and authoritative literature deals specifically with economic opportunities and social advantages of the various professions while one is in the profession, but very little is said about such matters as one is retiring from the professions. This is particularly true in regard to the teaching profession. One hears a great deal now about the improv-

ing economic and social status of teachers in an attempt to draw more individuals into teaching; but nothing is said about how these people fare when they retire from teaching. The retirement aspects warrant the same consideration.

In an attempt to shed some light on the economic and social situation of the retired women teachers of Indiana, the accompanying study was made during the year of 1954. The project was started by the Research Committee of the Indiana State Organization of The Delta Kappa Gamma Society, was financed by the State Organization under the presidency of Mrs. Myrtle Rodden of Indianapolis. The Research Committee was composed of the following members: Dr. Merle Brown, Mrs. Ethel Cook, Miss Florise Hunsucker, Miss Gertrude Soules, and Mrs. Bertha Fitzsimmons, chairman. This committee with the assistance of the local chapter president, Miss Jessie E. Wolford, and the writer prepared a questionnaire which was mailed to 3,139 retired women teachers of Indiana. Of this number 1,442 questionnaires were returned; of these 1,252 were complete enough

to be used in the final tabulations. This represents a return of 45.9 per cent usable questionnaires. Assistance in mailing out questionnaires was given by each of the forty-one chapter research committees. Assistance in the tabulation of the data was given by members of the Educational Research Class of Indiana State Teachers College in the spring term of 1954 under the direction of Dr. Orlis G. Jamison, Head of the Department of Education.

### **Summary and Recommendations**

This study was designed to determine the economic and social status of the retired women teachers of Indiana. The returns were considered to be an ample sampling of the total group as they were fairly well distributed according to the various retirement laws under which they retired.

Significant findings are as follows:

1. Insofar as marital status is concerned, 50 per cent are single; 32 per cent are married, and 18 per cent are either widowed or divorced.
2. On the average the teachers have taught 35.6 years. For the single teachers this figure reaches 39.1 years, whereas the married group have taught on the average 29.5 years.
3. Fifty-two per cent are receiving maximum benefits under provisions of the state retirement plan. However, eight per cent do not know whether or not they are receiving maximum benefits. A large number of the teachers receiving maximum benefits retired under the earlier laws. This would mean that income for this group from retirement benefits is considerably less than for those retiring under later plans.
4. The median number of sources of income for the group (other than retire-



ment benefits) is 1.68 sources. Principal sources of income are investments, insurance annuities, and income from inherited property. However 28 per cent are receiving no income other than from retirement benefits. Forty-four per cent of the married teachers have no other personal source of income. However, the husbands of 65 per cent of the married teachers are currently employed. Twenty-three per cent of the group were receiving income from employment. An additional 13 per cent stated that they were desirous of employment.

5. Fifty-three per cent have life insurance, and 70 per cent have health or accident insurance. The married group are insured in both categories to a higher degree than the other groups.

6. Seventy-five per cent of the total group own their own homes. The percentage reaches 92 per cent for the married group. Nearly 70 per cent of all carry some of the financial responsibility for the home in which they reside.

7. The group is quite active in social activities and organizations. The median number of groups to which the retired teachers belong is 5.1. Only 4 per cent are in no activities whatsoever.

8. The median number of social groups to which the group belong for personal pleasure is 1.33, although 41 per cent are in no such groups. Principal organizations for personal pleasure are literary clubs, card clubs, and departmental clubs.

9. Forty-seven per cent are in no professional organizations although the median number of professional groups to which the teachers belong is 1.07.

10. The teachers are not too active in fraternal groups with only 39 per cent in such organizations, and most of these are in only one fraternal group.

11. Eighty-eight per cent are church members and most are in other church activities as well. The median number of religious organizations to which the teachers belong is 2.31.

12. In regard to membership in community groups, it is seen that 65 per cent are in none whatsoever. The greatest per-

centage in community groups are in Business and Professional Women Groups and in Council of Women's Clubs.

It would seem from the findings that the Retired Women Teachers of Indiana have economic security and above average social life. Although comparative data were not obtained, from other similar retired groups, it appears that the teacher group would rank significantly high in regard to economic and social aspects. The large majority are receiving income from approximately three sources, and nearly three-fourths own their own homes; most carry some type of insurance. The group is very active in social and community activities, despite the advanced age of the group. Only four per cent are in no social activities; whereas the median number of groups to which the teachers belong is slightly over five. These data might well be utilized to encourage young girls to enter the teaching profession with the knowledge of secure economic and social status upon retirement.

Perhaps the most discouraging element is that one-half are single. This is no doubt higher than the national average, and it is hoped that the fact that these women were teachers did not contribute to the fact that they never married. It is quite likely, too, that the per cent of single teachers is smaller now, inasmuch as the traditional custom of employing only single teachers is on the wane. Further study is warranted in this matter.

### Questionnaire On Economic And Social Status Of Retired Women Teachers Of Indiana

#### I. General Information:

- A. Date you began teaching:.....  
 B. Date you retired:.....  
 C. Number of teaching years for which you received credit:.....  
 D. Retirement Law under which you retired: (Please circle)  
     1921      1939      1945      1947      1949      1951      1953  
 E. Are you receiving maximum benefits:    Yes.....    No.....

#### II. Economic Data:

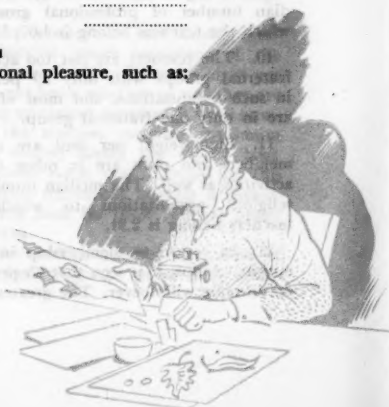
- A. Marital status:    Single.....    Married.....    Widow.....  
     If married, is husband employed?.....    Retired?.....  
 B. Other sources of income: (Please check)  
     1. Insurance annuities:.....  
     2. Investments:.....  
     3. Royalties:.....  
     4. Inherited property:.....  
     5. Employment:.....  
         a. If employed, indicate type of work:.....  
             Part time.....    Full time.....    Temporary.....  
         b. If not employed, would you like to be? Yes.....    No.....  
             If so, indicate type of work preferred.....  
     6. List any other sources, such as, Lecture fees, rental, etc.  
         .....  
         .....

#### C. Housing data: (Please check)

1. Do you own your own home?.....  
 2. Do you rent your home?.....  
 3. Do you live with relatives or friends?.....  
 4. Do you live in a church sponsored home?.....  
 5. Do you live in a fraternal sponsored home?.....  
 6. Do you live in any other type home?.....  
     If so, indicate type.....  
 7. Do you have financial responsibility  
     toward the home in which you live?.....  
 D. Do you have life insurance?.....  
 E. Do you have health or accident insurance?.....

#### III. Social Data

- A. Do you belong to any group merely for personal pleasure, such as:  
     (Please check)  
     1. Departmental clubs.....  
     2. Lecture clubs.....  
     3. Literary clubs.....  
     4. Music clubs.....  
     5. Craft clubs.....  
     6. Hobby clubs.....  
     7. Card clubs.....  
     8. Any other type clubs:  
         .....  
         .....



**B. Do you currently belong to any professional groups? (Please check)**

1. National Education Association .....
2. Association for Childhood Education .....
3. American Association of University Women .....
4. American Association of University Professors .....
5. List any other professional groups to which you may currently belong: .....

**C. Do you belong to any fraternal groups at present time? (Please check)**

1. Delta Kappa Gamma .....
2. Kappa Delta Pi .....
3. Pi Lambda Theta .....
4. Lodges: .....
5. Others: .....

**D. Do you belong to any church or religious groups? (Please check)**

1. Church membership .....
2. Y. W. C. A. .....
3. Y. M. C. A. .....
4. P. E. O. Sisterhood .....
5. Missionary groups .....
6. Church guilds .....
7. Others .....

**E. Do you belong to any community groups? (Please check)**

1. Girl or boy scouts: .....
2. Business and Professional Women: .....
3. Altrusa .....
4. Council or Women's Clubs .....
5. Community Council .....
6. School Board .....
7. Any other service clubs .....

**State Research Committee**

Merle Brown  
Ethel Cook  
Florise Hunsucker  
Gertrude F. Soules  
Bertha Fitzsimmons  
Chairman



## *How Fares Our Headquarters Building?*

**M**EMBERS of the Building Committee relinquished part of their holiday vacation to work in Austin with Mr. W. Max Brooks, architect, on plans for the new headquarters.

Two colored sketches of the exterior of the building were considered—one of brick and stone construction, the other of two types in brick. Although the committee expressed satisfaction, in general, with the first sketch (which had been favorably received by the Administrative Board), the architect asked permission to continue to study refinements of detail before a final decision was reached.

From a covered porch, the impressive front entrance welcomes the visitor to the foyer where the receptionist's desk will be located. To the left opens the spacious, impressive Annie Webb Blanton drawing room. Its north windows overlook an enclosed patio to which (the committee hopes) a graceful fountain may be added some day. Adjoining this large room are a storage closet and the kitchen to service conveniently the needs of any group meeting there.

Only a few changes were made in the floor plans. Glassed-in cabinets for displaying the pioneer figurines will be provided in the walls of the long hall. An elevated loading platform with ramp will expedite moving of materials from trucks to the storage room on the ground floor.

The committee decided to use acoustical plastering on ceilings of first floor rooms and acoustical board on the ceiling of the mailing room. Many other items on the long agenda were thoughtfully discussed, including flooring, drainage, retaining wall, landscaping, building regulations.

The National Treasurer, Miss Berneta Minkwitz, joined the committee while considering the method of financing a short-term loan. In order to expedite committee work, each member assumed responsibility for special study of certain items: Dr. M. Margaret Stroh and Dr. Stella Traweek, interior decorating; Miss Margaret Boyd, lighting; Miss Josephine Frisbie, kitchen appointments; Mrs. Edna Boyd, liaison person working with the Administrative Board and the Committee of Fifty-two; Dr. Traweek, public relations and financing; Mrs. Holden, contractual relationships, clearing major changes with architects and Committee Members.

Every member is working zealously toward submitting final plans for review of the Administrative Board at their May meeting. If the proposed plans are approved, bids will then be accepted from contractors. At present, there is every indication that construction of a distinguished, functional building may be started in June, 1955.

EUNAH HOLDEN, *Chairman.*



FORD FOUNDATION,  
DETROIT

## The Northeast Regional Conference

**T**HERE is a red carpet waiting for you. It is marked "Hold for Northeast Regional Conference of the Delta Kappa Gamma Society, Hotel Statler, August 9-11." Yes, indeed, it is a special deep plush one marked: **WELCOME TO DETROIT!** Miss Kennetha Schaal, President of Michigan, Alpha Iota State Organization, and her steering committee began work the week following the Boston Convention, so you see they have made no hurried plans but have worked with you in mind as they anticipate your comfort and pleasure.

The opening general session is scheduled for Tuesday, August 9, at 10 A.M. in the Wayne Room of Hotel Statler. On the second afternoon, immediately following the Birthday Luncheon, the hostess state has planned for you "A Holiday in Earlier America" with a visit to Greenfield Village and The Henry Ford Museum where American history comes to life.

"In the Henry Ford Museum you will see the amazing collection of Americana reproducing our national life from the time of the settlers down to the present time. The 14-acre structure houses thousands of items, roughly divided into five

categories: agriculture, transportation, power and industry, household equipment, arts and crafts. Displays range from silverware, by Paul Revere to the huge tri-motor that carried Admiral Byrd across the South Pole in 1928. Here also is a material salute to the America that gave us Eli Whitney, Alexander Graham Bell, Thomas Edison, and Henry Ford."

Greenfield Village has an ancient mill still grinding grain. An old blacksmith shop still rings to the smithy's beat on the anvil. You will see a stern-wheeler paddling up the waters of the Suwanee River. Horse-drawn carriages roll down the streets, passing the homes of Luther Burbank, Noah Webster, and William Holmes McGuffey, the Wright Brothers Cycle Shop where the airplane was born, The Clinton Inn, and Menlo Park where Thomas Edison gave meaning to electricity. Miss Schaal and her committee, who have arranged for us to have dinner on the grounds that evening, promise you ample time for changing to comfortable shoes between the close of the luncheon and boarding the busses for the trip.

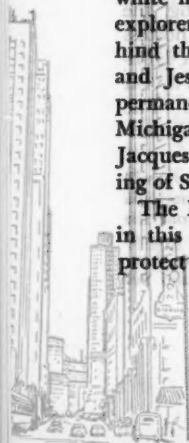
Do you recall the interesting history of Michigan's past? The first white men to visit it were French explorers from Quebec. Close behind them came hunters, traders, and Jesuit missionaries. The first permanent white settlement in Michigan was made by Father Jacques Marquette with the founding of Sault Ste. Marie in 1668.

The British were also interested in this rich territory. In order to protect her settlements against Brit-

ain's advance, France built a series of forts throughout the Great Lakes region. Detroit had its origin when Fort Pontchartrain was built on the Detroit River in 1701. A series of wars between Britain and France ended with the Treaty of Paris under which Michigan became British territory. The flag of the United States flew over Michigan at the close of the Revolutionary War in 1783, although the British still held several posts there. In 1796 Great Britain lost all claim to this territory when she surrendered Detroit and Michilimackinac. Michigan Territory was formed in 1805 from the Northwest Territory with Detroit as its capital. In 1847 the capital was moved to Lansing.

Detroit, this city founded more than 250 years ago, old in years but youthful in its progressiveness, is our choice for the 1955 Northeast Regional Conference. What changes have taken place since those early days! Detroit's growth in recent years has been phenomenal. It has taken the strides of a giant in the development of modern manufacturing plants, civic and cultural facilities, and it is hoped that during your stay in Detroit you will see and feel its strength, its dynamic spirit, and its cultural opportunities, to say nothing of experiencing the hospitality of Michigan's Delta Kappa Gammas.

Michigan's Latin motto, "Si Quaeris Peninsulam Amoenam, Circumspice," meaning "If you seek a pleasant peninsula, look around you," originated before she acquired her famous Upper Penin-



GRISWOLD STREET  
(Detroit's Wall Street)

sula. We now advise you to look around the two pleasant peninsulas before you journey homeward at the close of the Conference. The upper peninsula is known as the roof garden of America.

On Monday evening, August 8, there will be a pre-regional buffet dinner for National Officers, Michigan State Officers, State Presidents and Executive Secretaries. On that evening other early arrivals will be treated to an hour of pictures in color depicting the glories of Michigan, the vacation state. So you see our hostess state has provided for stimulation in planning a Michigan vacation as well as for Delta Kappa Gamma fellowship as you gather around the punch bowl to meet old friends and new ones.

The National President, Mrs. Edna McGuire Boyd, and the National Executive Secretary, Dr. M. Margaret Stroh, will grace our conference, bringing dignity and honor to this auspicious occasion. In the Northeast Region there are four national officers, also one member of the National administrative board, one national founder, one past national president, and six national committee chairmen, all of whom have been invited to appear on the program in various capacities. Since we plan the Conference to meet as a whole the entire time you will all have the opportunity to see and hear these distinguished members as they discuss problems common to all of us and topics of interest to the National Society.

The program will reflect some

of the newer thinking of the Society and will retain many of the old features which have become Conference traditions: the Birthday Luncheon, Presidents and Founders Banquet, and the special session for newly elected state presidents in which state executive secretaries will also participate. With the talented national music chairman, Miss Mabel Mickle, living in Detroit, we anticipate a singing conference, one enlivened and enriched by good music. One session will be devoted to Program, another to Membership, and one to Fund Raising for National Headquarters and Building. There will be a session on Constitution and Amendments, National Chairmen will present future plans for a program of work, and highlights of important activities of the various states will be given. We are all dedicated to making this Conference of 1955 in the Northeast Region one worthy to be remembered.

It is easy to get to Detroit, by rail, bus, air or automobile. However you decide to come, please plan now for large chapter representation, and upon arrival do step firmly upon the red, plush carpet rolled out in your honor.

CECILE C. COOMBS,

*Northeast Regional Director.*

BRIDGE BETWEEN  
DETROIT AND WINDSOR



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N. Y.

## Educating for Leadership\*

**W**HAT I am going to say is the result of a prolonged exposure to the continuing crisis of our western society—to the crisis of the democratic governments and of free institutions during the wars and revolutions of the 20th Century. Now it does not come easily to anyone who—like me—has breathed the soft air of the world before the wars that began in 1914—who has known a world that was not divided and frightened and full of hate—it does not come easily to such a man to see clearly and to measure coolly the times we live in. The scale and scope and the complexity of our needs is without any precedent in our experience, and indeed—we may fairly say—in all human experience.

In 1900 men everywhere on earth

acknowledged, even when they resented, the leadership of the western nations. It was taken for granted that the liberal democracies were showing the way towards the good life in the good society, and few had any doubts of the eventual, but certain progress of all mankind towards more democracy and a wider freedom.

The only question was when—the question was never whether—the less fortunate and the more backward peoples of the world would have learned to use not only the technology of the West but also the political institutions of the West. All would soon be learning to decide the issues which divided them by free and open and rational discussion; they would soon learn how to conduct free and honest elections, to administer justice. Mankind would come to accept and comprehend the idea that all men are equal under the laws and all men must have equal protection of the laws.

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\* An Address by Walter Lippmann, Author and Columnist, at the Fifth Annual Dinner of the National Citizens Commission for the Public Schools, San Francisco, California, March 19, 1954.

**Power of Western Nations  
Declining**

At the beginning of this century the acknowledged model of a new government, even in Russia, was a liberal democracy in the British or the French or the American style. Think what has happened to the Western world and to its ideas and ideals during the forty years since the world wars began. The hopes that men then took for granted are no longer taken for granted. The institutions and the way of life which we have inherited, and which we cherish, have lost their paramount, their almost undisputed hold upon the allegiance and the affections and the hopes of the peoples of the earth. They are no longer universally accepted as being the right way towards the good life on this earth. They are fiercely challenged abroad. They are widely doubted and they are dangerously violated even here at home.

During this half-century the power of the western democratic nations has been declining. Their influence upon the destiny of the great masses of mankind has been shrinking. We are the heirs of the proudest tradition of government in the history of mankind. Yet we no longer find ourselves talking now,—as we did before the First World War—about the progress of liberal democracy among the awakening multitudes of mankind. We are talking now about the defense and the survival of liberal democracy in its contracted area.

We are living in an age of disorder and upheaval. Though the

United States has grown powerful and rich, we know in our hearts that we have become, at the same time, insecure and anxious. Our people enjoy an abundance of material things, such as no large community of men has ever known. But our people are not happy about their position or confident about their future. For we are not sure whether our responsibilities are not greater than our power and our wisdom.

We have been raised to the first place in the leadership of the western society at a time when the general civilization of the West has suffered a spectacular decline and is gravely threatened. We, who have become so suddenly the protecting and the leading power of that civilization, are not clear and united among ourselves about where we are going and how we should deal with our unforeseen responsibilities, our unwanted mission, our unexpected duties.

It is an awe-inspiring burden that we find ourselves compelled to bear. We have suddenly acquired responsibilities for which we were not prepared,—for which we are not now prepared,—for which, I am very much afraid, we are not now preparing ourselves.

We have had, and probably we must expect for a long time to have, dangerous and implacable enemies. But if we are to revive and recover, and are to go forward again, we must not look for the root of the trouble in our adversaries. We must look for it in ourselves. We must rid ourselves of the poison of self-

pity. We must have done with the falsehood that all would be well were it not that we are victims of wicked and designing men.

In 1914, when the decline of the West began, no one had heard of Lenin, Trotsky, Mussolini, Hitler, Stalin and Mao Tse-Tung. We have not fallen from our preeminence because we have been attacked. It would be much truer to say, and it is nobler to say, that we have been attacked because our capacity to cope with our tasks had begun to decline.

We shall never have the spirit to revive and to recover so long as we try to console ourselves by shutting our eyes, and by wringing our hands and beating our breasts and filling the air with complaints that we have been weakened because we were attacked, and that we have been making mistakes because we were betrayed.

We must take the manly view, which is that the failure of the western democracies during this catastrophic half of the 20th Century is due to the failings of the democratic peoples. They have been attacked and brought down from their preeminence because they have lacked the clarity of purpose and the resolution of mind and of heart to cope with the accumulating disasters and disorders. They have lacked the clarity of purpose and the resolution of mind and of heart to prevent the wars that have ruined the West, to prepare for these wars they could not prevent, and, having won them at last after exorbitant sacrifice and at a ruinous

cost, to settle those wars and to restore law and order upon the face of the globe.

#### **Effort Not Equal to Needs**

I have said all this because it is only in the context of our era that we can truly conceive the problem of educating the American democracy. When we do that, we must, I believe, come to see that the effort we are making to educate ourselves as a people is not nearly equal to our needs and to our responsibilities.

If we compare our total effort—in public and private schools, and from kindergarten through college—with what it was fifty years ago, the quantitative increase is impressive. We are offering much more schooling of a more expensive kind to very many more pupils. By every statistical measure, the United States has made striking quantitative progress during the past century towards the democratic goal of universal education. The typical young American is spending more years in school than his father or grandfather; a much higher proportion of young people are going to high school and beyond; and more dollars—even discounting the depreciation of the dollar—are being spent for each person's education.

Now, if it were no more difficult to live in the United States today than it was fifty years ago, that is to say if life were as simple as it was then,—if the problems of private and community life were as easily understood,—if the task of

governing the United States at home, and of conducting its foreign relations abroad, were as uncomplicated and no more dangerous than it was fifty years ago,—then we could celebrate, we could be happy, we could be congratulating ourselves that we are making great progress in the task of educating ourselves as a democracy.

But we cannot make that comforting comparison without deceiving ourselves seriously. We cannot measure the demands upon our people in the second half of the 20th Century,—the demands in terms of trained intelligence; moral discipline, knowledge, and, not least, the wisdom of great affairs—by what was demanded of them at the beginning of the first half of this century. The burden of living in America today and of governing America today is very much heavier than it was fifty years ago, and the crucial question is whether the increase in our effort in education is keeping up with the increase in the burden.

#### **Burden of Task Greater Than Strength of Effort**

When we use this standard of comparison, we must find, I submit, that the increase in our effort to educate ourselves is quite different,—and of a very much smaller order of magnitude than is the increase in what is demanded of us in this divided and dangerous world. Our educational effort and our educational needs are not now anywhere nearly in balance. The supply is not nearly keeping up with the

demand. The burden of the task is very much heavier than is the strength of the effort. There is a very serious and dangerous deficit between the output of education and our private and public need to be educated.

How can we measure this discrepancy? I am sorry to say that I shall have to use a few figures, trusting that none of you will think that when I use them I am implying that all things can be measured in dollars and cents. I am using the figures because there is no other way to illustrate concretely the difference in the two orders of magnitude—the difference between what we do to educate ourselves, on the one hand, and on the other hand, what the kind of world we live in demands of us.

What shall we use as a measure of our educational effort? For the purpose of comparison, I think we might take the total expenditure per capita, first in 1900, and then about half a century later, in 1953, on public and private schools from kindergarten through college.

And as a measure of the burden of our task—of the responsibilities and of the commitments to which education has now to be addressed—we might take federal expenditures per capita, first in 1900, and then in our time, half a century later.

We differ among ourselves, of course, as to whether we are spending too much, too little, or the right amount, on defense and the public services. But these differences do not seriously affect the argument.

For all of us—or nearly all of us—are agreed on the general size and the scope of the necessary tasks of the modern federal government, both in military defense and for civilian purposes. Between the highest and the lowest proposals of responsible and informed men, I doubt that the difference is as much as 20 per cent. That is not a great enough difference to affect the point I am making. That point is that the size of the public expenditure reflects—roughly, of course, but nevertheless, fundamentally—the scale and scope of what we are impelled and compelled to do. It registers our judgment on the problems with which we must cope.

Now, in 1900, the educational effort—measured in expenditures per capita—was \$3.40. The task—as measured by federal expenditure per capita—was \$6.85. What we must be interested in is, I submit, the ratio between these two figures. We find, then, that in 1900 the nation put out \$1 of educational effort against \$2 of public task.

How is it now, half a century or so later? In 1953, the educational effort was at the rate of about \$76 per capita. Federal expenditures—including defense—had risen to \$467 per capita. The ratio of educational effort to public task, which in 1900 was one as to two, had fallen, a half century later, to a ratio of one to six.

Perhaps I should pause at this point for a parenthesis to say, for those who may be thinking how much the value of the dollar has depreciated since 1900, that I am

aware of that, but for the purposes of this comparison it makes no difference. For while the dollar was worth probably three times as much in 1900 as in 1953, we are interested only in the relative effort in 1900 and in 1953. The ratio would be the same if we divided the 1953 expenditures by three, or if we multiplied the 1900 expenditures by three.

You have now heard all the statistics that I shall use. The two ratios, the one at the beginning of our rise to the position of the leading great power of the world and the other the ratio a half century later, when we carry the enormous burden abroad and at home—these two ratios show, I submit, that the effort we are now making to educate ourselves has fallen in relation to our needs.

### **Schools Have Larger Role**

I must now remind you that this disparity between the educational effort and the public task is in fact greater than the figures suggest. For in this half century there has been a momentous change in the structure of American society, and it has added greatly to the burden upon the schools.

The responsibility of the schools for educating the new generation has become very much more comprehensive than it used to be. Ever so much more is now demanded of the schools. For they are expected to perform many of the educational functions which used to be performed by the family, the settled community, the church, the family

business, the family farm, the family trade.

This is a very big subject in itself—much too big for me tonight—except to mention it as a reminder that the comparison between our real educational effort and our real public need is less favorable than the figures of one as to two in 1900, as against one as to six today. For the school today has a much larger role to play in the whole process of education than it needed to play in the older American society.

#### **A Growing Deficit in American Education**

Can it be denied that the educational effort is inadequate? I think it cannot be denied. I do not mean that we are doing a little too little. I mean that we are doing much too little. We are entering upon an era which will test to the utmost the capacity of our democracy to cope with the gravest problems of modern times,—and on a scale never yet attempted in all the history of the world. We are entering upon this difficult and dangerous period with what I believe we must call a growing deficit in the quantity and the quality of American education.

There is, I believe, compelling proof that we are operating at an educational deficit. It is to be found in many of the controversies within the educational system. I am not myself, of course, a professional educator. But I do some reading about education, and I have been especially interested in the problem, of providing education for the men and women who must perform the

highest functions in our society—the elucidation and the articulation of its ideals, the advancement of knowledge, the making of high policy in the government, and the leadership of the people.

How are we discussing this problem? Are we, as we ought to be doing, studying what are the subjects and what are the disciplines which are needed for the education of the gifted children for the leadership of the nation? That is not the main thing we are discussing. We are discussing whether we can afford to educate our leaders when we have so far to go before we have done what we should do to provide equal opportunities for all people.

Most of the argument—indeed the whole issue—of whether to address the effort in education to the average of ability or to the higher capacities—derives from the assumption that we have to make that choice. But why do we have to choose? Why are we not planning to educate everybody as much as everybody can be educated, some much more and some less than others?

This alleged choice is forced upon us only because our whole educational effort is too small. If we were not operating at a deficit level, our working ideal would be the fullest opportunity for all—each child according to his capacity. It is the deficit in our educational effort which compels us to deny to the children fitted for the leadership of the nation the opportunity to become educated for that task.

So we have come to the point, I

would contend, where we must lift ourselves as promptly as we can to a new and much higher level of interest, of attention, of hard work, of care, of concern, of expenditure, and of dedication to the education of the American people.

We have to do in the educational system something very like what we have done in the military establishment during the past fifteen years. We have to make a break-through to a radically higher and broader conception of what is needed and of what can be done. Our educational effort today, what we think we can afford, what we think we can do, how we feel entitled to treat our schools and our teachers—all of that—is still in approximately the same position as was the military effort of this country before Pearl Harbor.

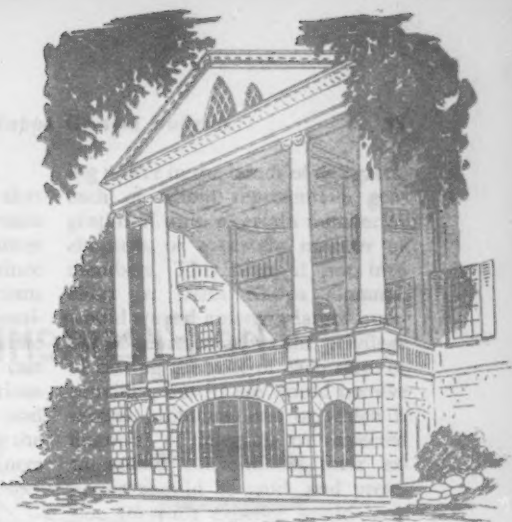
In 1940 our armed forces were still at a level designed for a policy of isolation in this hemisphere and of neutrality in any war across the two oceans. Today, the military establishment has been raised to a different and higher plateau, and the effort that goes into it is enormously greater than it was in 1940.

Our educational effort, on the other hand, has not yet been raised to the plateau of the age we live in. I am not saying, of course, that we should spend 40 billions on education because we spend about that much on defense. I am saying that we must make the same order of radical change in our attitude towards education as we have made in

our attitude towards defense. We must measure our educational effort as we do our military effort. That is to say, we must measure it not by what it would be easy and convenient to do, but by what it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated.

There is an enormous margin of luxury in this country against which we can draw for our vital needs. We take that for granted when we think of the national defense. From the tragedies and the bitter experience of being involved in wars for which we were inadequately prepared, we have acquired the will to defend ourselves. And, having done that, having acquired the will, we have found the way. We know how to find the dollars that are needed to defend ourselves, even if we are to do without something else that is less vitally important.

In education we have not yet acquired that kind of will. But we need to acquire it, and we have no time to lose. We must acquire it in this decade. For if, in the crucial years which are coming, our people remain as unprepared as they are for their responsibilities and their mission, they may not be equal to the challenge, and if they do not succeed, they may never have a second chance in order to try again.



Stately Ashley Hall

## The Southeast Regional Conference

**L**OVELY old Charleston beckons you to join the members of the Southeast Region in their Conference on August 4, 5, and 6.

There will be many opportunities to share in both giving and getting information, with special stress on Selective Recruitment of Teachers and our Building Program.

We expect to have a fine Regional Chorus, breakfast sessions for State Presidents and Executive Secretaries and Chapter Presidents, while the customary Birthday Luncheon will be a particular highlight with a special candlelighting ceremony and a review of our customs and traditions. There will be

an Evening Get-Together for early arrivals at which you may see films of the city in preparation for a marvelous tour of the historic city with tea at one of the old picturesque homes. We anticipate a delightful evening of spirituals and Gullah Stories by a noted raconteur, and we conclude with our Founders' and Presidents' Banquet at which our National President, Mrs. Edna Boyd, will be guest speaker.

Hospitable old Charleston awaits you! The State of South Carolina and all the Southeast bid you a cordial welcome.

**J. ELIZABETH JONES,**  
*Southeast Regional Director.*



AZALEAS  
FROM MAGNOLIA GARDENS  
CHARLESTON, S. C.

## The President's Page



**I**N EARLIER issues of the *Bulletin* we have considered the goals and the unique purpose of The Delta Kappa Gamma Society. It seems appropriate that we should now examine our plan of procedure in handling the affairs of the Society.

Like most other organizations in the free world, The Delta Kappa Gamma Society is committed to the principle of democratic action. Of necessity, ours is in part a representative democracy, for Delta Kappa Gamma, like any other organization whose membership is large and widely scattered, cannot in the nature of things make all its decisions by the operation of direct democracy. Yet we do combine with our plan of representative democracy a considerable degree of direct democracy, and this is healthy. Our chapter meetings permit not only

full and free discussion of issues, but voting by every member to express her own convictions. At our state and national conventions every member present has the privilege of offering motions, discussing, and voting upon all questions on which a roll-call vote is taken. These privileges are guaranteed to our members under provisions of the Constitution, Article XI, Section 6.

Our Founders set up a plan of organization which permits direct transmittal of the will of the members through their representatives. Every chapter president is a member of her state or province executive board and every state and province president is a member of the National Executive Board. Chapter members thus have a direct means of communicating their views on Society problems to state and na-

tional boards and conventions.

It has been said by some that our plan of organization permits too much concentration of power in the hands of state and province presidents. This criticism stems from the provision of our Constitution which empowers each state president, or her alternate, to cast the ballot of her state in elections and upon the practice of state and province presidents announcing the votes of their states or provinces in roll-call votes taken at conventions.

If any state or province president is left to cast the vote of her unit without information or instruction as to the thinking of her members about the candidate or question involved, the root of the difficulty does not lie in the plan of organization but in the indifference and irresponsibility of the members. And here we come face to face with the crux of the problem. In our Society, as in every organized body and political unit that uses a representative plan of government, the people in whose hands the final power rests have a duty to be intelligently informed and to let their representatives know what their opinions are. Unless the members of Delta Kappa Gamma perform this duty, their state or province presidents have no other course than to follow their own best judgment.

Some organizations place the vot-

ing power in the hands of delegates, each of whom represents a geographical unit, a certain number of chapters, or a certain number of members. This plan, if put into effect in Delta Kappa Gamma, would spread among a larger number of representatives the privilege of casting the vote of each state or province, but its use would involve several problems, one of which is financial. If delegates are expected to attend conventions, their expenses should be paid, and provision for such expense would have to be made either from state and province budgets or from the national budget.

Our Society is a microcosm. In it the same principles found in the state and nation are operative. And in it the same problems prevail. If we want the government of our state and nation to function democratically, we must accept the responsibility of being informed and active citizens. In like manner, if we would make democratic action a reality in The Delta Kappa Gamma Society, each member must have concern about the affairs of the Society. We have a pattern of organization that permits an expression of the will of the members. If we use this plan wisely, our Society will prosper and another victory will have been won for the democratic way of life in America.

EDNA MCGUIRE BOYD,  
*National President.*



## The Inter-Racial School—

### A CHALLENGE

EVA WHITE

**T**HIS world is ours to share and shape into a place of joy and beauty. We have the tools with which to do it. We have intelligence and zeal, dependability and self-control, and the peace of God which passeth understanding. But neither platitudes nor cool complacency can bring the joy and peace of which we dream.

We are compelled by force of circumstance to liberalize our judgments, to live and work together,

*Russell School, Alameda County, California, the inter-racial school of this article, has been the recipient of two principal awards from the Freedoms Foundation of Valley Forge for its citizenship program. The first award was received in 1950, and the second in 1953.*

facing the fact that each of us is the result of our environment, heredity, and goals in life. So let us learn to accept each other with patience, unbiased love, compassion, and a quickness to encourage noble action.

There is no better place to use our tools for building a happier world than in our public schools. Here we may share the fruits of our intelligence, find self-control the lubricant of piques, prove that dependability can indeed "win friends and influence people," and feel the thrill that zealous effort brings.

And best of all, in inter-racial schools we can practice what we preach of brotherhood, sharing our

knowledge and our deepest dreams with children who may far surpass us in the future.

How, in our own inter-racial school, do we teach and practice the skills good citizens need to know? The following questions and their answers will give a hint of problems we have faced and some of the means that we have found successful in our attempt to *live* democracy.

**What Racial Groups Are Found Within Our School?**

Of our four hundred pupils, approximately 50 per cent are Spanish-speaking—Mexican, Puerto Rican, Filipino, and Hawaiian, 45 per cent are Negroes, and 5 per cent white children.

**Is There Inharmony or Friction Between the Racial Groups?**

No; perhaps because for many years our school has stressed fair play, good sportsmanship, and respect for every individual, despite his status or ability.

**Do the Different Groups Prefer To Play Apart?**

Sometimes; though they are encouraged and assisted in planning games in which all may participate. During organized recreation and physical education periods, pupil leaders, selected by their peers, are apt to choose team members who can play the game best. But during free play periods, the Spanish-speaking youngsters tend to organize their own activities, the Negroes theirs, though members of one race are welcome in the games of others,

and the few white children freely play with all.

**How Do We Encourage Good Citizenship on the Playground?**

By giving equal opportunity for leadership to all our pupils.

At one time, "taking turns" was rare upon our playground. The scant equipment was monopolized by the most bumptious individuals, and fights were common. Pupils were rough, lawless, and easily antagonized, and at the slightest cause knives might be drawn or other unsportsmanlike behavior find expression.

To counteract this lack of social skill, we held innumerable discussions in our classrooms on attributes of commendable sportsmanship. We mentioned the fact that our games with other schools were apt to end with taunts or even fights. We tried to see why this was so. We talked of self-control at trying times and the need to do our best, though we could not always win. Gradually there came signs of improvement, although in losing games, or in the face of sneers or ridicule, we still reverted to our strategy of calling names or making threats of vengeance. Our strongest form of punishment for those who started this was to keep them out of the following sport or game.

**Peace and Security from Social Contacts**

When we began to entertain opposing teams after the game by serving them refreshments, our manners and courtesy improved still

more. We, and I'm sure our guests, as well, were filled with qualms and "jitters" during our first "party." But nothing untoward happened, so we had more events of similar nature, which prompted other schools to reciprocate. This interchange of courtesies stirred up immense good-will and made friendships which have lasted.

#### **Social Growth from "Play Days"**

Increasing poise results from "play days" when our youngsters meet the upper grades of neighboring schools to play selected games in teams composed of pupils mingled from all schools. Teams rotate from game to game, playing at each for twenty minutes before they separate to engage another group. In these activities school rivalry is lost in a feeling of good fellowship and friendliness.

#### **More Playground Equipment— Fewer Quarrels**

Every available dollar today is used at our school for well-built playground equipment. Children now seldom push and shove, but line up in orderly fashion to receive the things they want. Equipment is shared and returned when the warning bell rings. Those who monopolize, disrupt, or continue to play after the warning bell must sit during playtime on a special bench. This punishment is quite enough for most miscreants.

#### **How Is Good Citizenship Encouraged in the Classroom?**

##### ***Achievement Levels***

Achievement level groups are improving our citizenship in the class-

room. For this arrangement we make use of standardized test results in the field of mental maturity, and standardized achievement test results in language arts and arithmetic, plus teachers' insight and experience.

The glimpse of a child's percipience gained through his mental maturity test is of great value in setting up learning situations to meet his individual needs. The reading and arithmetic test results provide a basis for grouping pupils according to their maximum levels of achievement.

##### ***Reading Groups***

For example, last year in our eighth grade there were pupils whose maximum achievement showed a readiness for "seventh grade" reading. Others were prepared to read on an "eighth grade" level, while two slow learners were ready for "fifth" and "sixth grade" reading matter.

Children were placed with others nearest their achievement level, excepting the two retarded pupils who studied and recited individually, selecting their books from an assortment brought to the classroom especially for them. This opportunity to study what they chose, and the teacher's ready commendation for their progress, soon changed old feelings of inferiority and tension to an eagerness to read on all occasions.

##### ***Arithmetic Groups***

Grouping for arithmetic is done in the same fashion, using, as a means of placement, teachers' past

experience with the pupils plus the test results.

Last year, in this same class, while one arithmetic group was working on a "sixth grade" level, another was beginning "seventh grade," while still another found work of "eighth grade" difficulty matching their level of achievement.

Membership is fluid in these sections, with possible advancement or regression at any time. Pupils sometimes are working in several levels, but must complete the assignments of one group in a satisfactory manner.

Achievement levels such as these foster greater individual effort. What is more, since the introduction of ability grouping, pupils are making better than average progress, according to standardized results.

#### *Help for the "Special" Child*

Very slow learners—those with a maximum intelligence quotient of 70—are enrolled in special groups limited to fifteen pupils, boys and girls together. These extremely retarded and often emotionally unstable youngsters, misfits in the regular classroom, are under the guidance of teachers specially trained, whose sympathy and understanding for their handicapped pupils are tempered with firmness and patience.

Much individual help is available for these children in their learning of the simplest mental skills and such crafts as pottery making, weaving, and work with plastic, wood, leather, and metal.

Also the arts of furniture and shoe repairing are taught to older pupils.

Most important of all, every effort is made to solve for these children their psychological and health problems that they may be able to add their bit to the sum of American progress.

#### *Of What Citizenship Value Is Our Family Life Education?*

One of our most effective means of teaching American ideals is through Family Life Education classes, where fundamental health habits, rules of sanitation, and the principles of human growth are taught. Girls from the seventh and eighth grades and the "special" group learn here to wash, iron, cook, and keep house more efficiently. They make and remodel garments and learn to appreciate effects of form and color in designing costumes and home decoration. They are given training in child care as they help in the Well-Baby Clinic which meets at the school twice a month. The Spanish-speaking girls are also of great assistance in translating for Mexican mothers, the doctor, and the nurses.

A successful boys' class in Family Living was discontinued for lack of space and teacher-time. One of the valuable assets of this group, encouraged by the teacher, was the emotional release gained by talking over personal and social problems.

#### *How Does Our Hot Lunch Program Affect Pupil Behavior?*

When our lunchroom opened a few years ago, children devoured their food like hungry animals, hid-

ing sandwiches in their pockets for fear there might not be enough for all.

Now food is accepted courteously, and children raise their hands for extra helpings. To help the children grow accustomed to a broader diet, small portions are given of unfamiliar foods, which must at least be tasted.

By-products of the school lunch program are a great improvement in our table manners, an increase in respect for rights of others, and experience in serving in the "kitchen." Boys and girls above the fourth grade are allowed to help in the lunchroom by the week for an hour a day. Those who volunteer for this work assist in preparing and serving the food and practice rules of sanitation in their handling of the food, tables, and utensils. How baffled the children were, at first, at the need for cafeteria workers to wash their hands above their wrists, or comb their hair, or wear clean aprons!

Our hot-lunch program gives invaluable experience in the amenities of democratic life.

#### **How Have School Health Practices Improved Our Citizenship?**

Health comes first at our school, for we have found from experience that healthy children are happier, more relaxed, attentive, and inclined to learn.

For this reason, pupils regularly receive free eye, ear, and dental examinations, as well as immunizations and booster shots for small pox, tetanus, and diphtheria, when

authorized by the parents. The graduating class is given, in addition, an X-ray examination for tuberculosis.

Special foods are allotted at lunch time or recess to undernourished pupils or those with dietary deficiencies, upon recommendation of the school nurse. Medical and surgical care is furnished for children by donations from individuals, service and church groups, or county aid, if parents are unable to meet this cost.

Personal and public health practices, including a study of basic foods, are all emphasized in both classroom and home-making groups through the media of reading, discussion, films, and talks by the county sanitarian and school nurse.

#### **What Student Activities Have Led to Better Citizenship?**

*The Spic and Span Club* improved the appearance of the school. Membership was limited to those who were willing to serve for a week as lavatory or grounds monitor at recesses and noons. Monitors and their helpers wore ribbon badges and had small notebooks in which to record their problems and accomplishments.

*A Spic and Span Student Court* for handling cases of continued, willful mutilation of school property was successful for a time, but finally failed because pupils least amenable to discipline were not prepared for this more radical form of peer authority.

*Garden Helpers* met a temporary need to care for and protect the

school's new planted and landscaped lawn.

*A Drama Club* under teacher guidance prepares and produces short plays.

*A Science Club* holds the interest of nature enthusiasts.

*A Tumbling Club* composed of boys and girls from kindergarten through eighth grade provides the thrill of fine collaboration where race and social status are forgotten.

*The Christmas Program and Spring Operetta* abound with opportunities to sing, dance, act, or participate in other ways for friends and parents.

*The Orchestra* provides instruction and group musical experience plus the inspiration of exchange and ensemble programs with the orchestras of other schools nearby.

*A Mixed Chorus* and other singing groups prepare the songs for special programs.

*The Student Body Organization* is a target range for democratic practices. Though we seldom hit the "bull's-eye" of smoothly functioning procedure, we are learning to evaluate our leaders and make use of parliamentary procedure in disposing of our business.

*The Junior Optimists* are sponsored by the local Optimist Club, in which each senior member acts as an "uncle" to a junior, a relationship most socializing. Junior Optimists are entertained at special dinners and sponsored in such sports as boxing, wrestling, tumbling, and baseball for which safety gear and uniforms are provided.

*Recreational Dancing*, in which

the desire of racial groups to monopolize the choice of music is gradually leading to a broader participation in dances of all kinds—square, folk, tap, and social.

*Supervised Recreation* on the playground every school day from 3:30 to 5:00 P.M., and from 10:00 A.M. to 5:00 P.M. during vacations provides safe and healthful activity. Organized sports and games, contests, craftwork, and movies are a few phases of the program.

Increasing alertness to the need of providing many constructive outlets for emotional and physical energy is diminishing the number of our disciplinary problems.

#### How Do We Make Use of Pupil Leadership in Developing Better Citizens?

Wherever possible, pupil leaders are chosen by their peers or volunteer to take charge of such things as art or study projects, plays, parties, dances, bulletin board arrangements, program planning, athletic and student body activities, and even the formulating of test questions for the state-required Constitution and United States history examinations.

A school newspaper offers opportunities for the story writing, reporting, art work, and the lowly but important job of arranging and stapling the sheets and distributing the copies.

To motivate these early ventures into social and civic life, the teacher's counsel and encouragement are all important, especially when goals are not achieved or when dissension flares. Then it is the teacher who

stands by to ease the hurt and disappointment, or find a place for shy but eager ones, or dream up outlets for the "isolates."

We have seen pupil ingenuity and leadership completely stifled by an autocrat but blossom in the glow of trust and confidence. Experience has taught us that, though pupil planning is applied democracy, it is not a crow's flight to our goal of self-reliant, happy citizens. But our awareness that experience in group dynamics has resulted in increasing self-assurance, ingenuity, and salient action gives us faith in pupil leadership.

**By What Means Do We Counteract Behavior on Low Culture Levels?**

Group disapproval is one of our best means of counteracting the effect of infringements on good social standards. Our pupils of necessity are visually as well as orally acquainted with sporadic signs of grossness, but in today's world there can be no isolation from contacts such as these.

To encourage a desire for worthier conduct we discuss our school and personal problems in the classroom and make use of films and selected reading matter.

Here are some samples of films which we have found most helpful in improving school and personal morale:

- Feeling Left Out (Coronet)
- Good Table Manners. (Craig)
- How To Be Well Groomed (Coronet)
- Self-Conscious Guy (Craig)
- Are You Popular (Craig)
- The Other Fellow's Feelings (Young America)
- The Outsider (Audio Visual Supply)

- Snap Out of It (Craig)
- Attitudes and Health (Coronet)
- You and Your Friends (YMCA and Look Magazine)
- Overcoming Fear (Coronet)

**How Do We Meet Other Sources of Poor Citizenship?**

Feelings of inferiority and lack of faith in opportunities for those of darker skin or foreign background are two of our greatest causes of poor citizenship. These youngsters know that worthwhile jobs go first to those of lighter skin and to themselves when there's a surplus.

"Why should we get an education when it's work in the fields or common labor for us, anyway?" This is a difficult question to answer optimistically, but our response is day by day to demonstrate our faith in all these children and our belief that there must be a worthy place for each of them in this great land of ours.

We try especially to encourage pupils above average in ability knowing that, to find a better life, they need both mental and emotional preparation to face discouragement as well as opportunity. We give these youngsters much responsibility and work to broaden their participation in the arts of painting, modeling, dancing, music, drama, club work, athletics, and student body leadership.

We encourage in all our students a pride in good grooming and provide for those in need clothing and shoes donated by teachers and friends of the school.

When outstanding pupils find it difficult financially to continue on

to high school, there are those who are always willing to help provide for medical and dental care, clothing needs and lunches. Part-time jobs are found for those who want them, and always there is friendly interest and encouragement.

It is such things as these which help erase the sources of poor citizenship. And when our great American democracy fulfills its promise of true opportunity for all who are prepared, our pupil misbehavior from discouragement and discontent will melt away.

**How Do We Indirectly Motivate Disinterested Pupils?**

Our recent plan of parent-teacher conferences has proved an excellent means of indirectly stimulating pupil effort. The parent was shown many samples of his youngster's work and made aware of his educational and social progress. And he, in turn, was urged to make suggestions which might lead to better school and home relationships. Parents were happy to find their views respected and used.

Our Parent-Teacher Association with its Negro president, Caucasian secretary, and Mexican treasurer, is another avenue leading indirectly to better pupil attitudes. The members of this democratic organization are proud to see their children share in the programs and are learning themselves to participate in the discussions, though a friend may be needed to interpret their ideas. A further lessening of racial barriers and shyness is resulting from the social times and refreshments following the meetings.

Proof that these conferences, meetings, and programs are motivating greater pupil interest is seen as parents tell their gratitude for all the opportunities their children find within our school.

**What Tangible Rewards Are Given for Good Citizenship**

We believe in rewarding leadership and earnest effort rather than outstanding talents, and so we present

**PERFECT ATTENDANCE CERTIFICATES** to pupils who have not been absent during the year.

**TRAFFIC PATROL AWARDS** to graduates who have served faithfully on the Junior Traffic Patrol.

**THE OPTIMIST CLUB ATHLETIC STATUETTE** to the graduating boy or girl who during the year has shown the finest sportsmanship and improvement in athletic skills.

**THE OUTSTANDING STUDENT PLAQUE** on which is engraved each year the name of the graduate receiving the most points by secret vote of his classmates.

(Pupils of the eighth grade vote four times a year for the three students who they believe have been most prompt, shown excellent study habits, and the ability to get along with everyone. In the voting, first choice is given three points, second choice, two, and third choice, one point. All points earned by the pupil are added to his previous scores, but not until the year's end is it known who has been voted the outstanding student.)

**A SUPERIOR SCHOLARSHIP GIFT** to the pupil with the highest average in the achievement tests in the eighth grade.

Many lesser rewards are also given, such as trips to the circus, zoo, park, swimming pool, and museums, as well as parties, and a train-ride on the Western Pacific Zephyr

for the Traffic Patrol.

Even trips to the principal's office, in some schools usually an ultimate disgrace, at our school are more often signs of recognition for outstanding achievement. Here well-written stories, neat arithmetic, or vivid bits of art or pottery are always welcomed. And when, perchance, a visit to the office must be made for final punishment, the shame is counterbalanced as soon as possible by a return trip with something good achieved.

Material compensations such as these are proving their worth in stimulating better citizens.

#### What Is Our Basic Philosophy of Education?

These teaching ideals are a co-operative expression of our school philosophy:

**RESPECT** each pupil as an individual.  
**CHALLENGE** each child to work to full capacity.

**HELP** every pupil to develop to his maximum the basic skills of reading, spelling, writing, and arithmetic.

**RECOGNIZE** each pupil for his contributions to the group. Never belittle

him for what he cannot do, but look for ways in which he can contribute to the common goals.

**ENCOURAGE** every pupil both by precept and example to express true brotherhood and honesty and kindness.

**SHOW** each that freedom brings responsibility, not license.

And by example, **GUIDE** each child into respect for law and order as essential to our democratic way of life.

#### AND WHAT DOES OUR SCHOOL OFFER TO ITS TEACHERS?

##### COME TO OUR SCHOOL.

If you're lonely, if you're blue,  
Just come to our school,  
You'll find folks worse off than you,  
Right here at our school.  
Hungry youngsters, poorly dressed,  
Runny noses, hair a mess,  
But happy children, too, with vim,  
Joy and laughter to the brim.  
Here at our school there's a place  
For loving heart and smiling face;  
You can't be lonely when you share  
Children's sorrow, grief, and care;  
You can't be blue when you are drenched  
With beaming smiles you have not  
quenched.

So, if you're lonely, if you're blue,  
Come, teach at our school.  
We share our best the whole day through;  
It's **FUN** at our school.

The Christ on Summit  
of Mt. Cristo Rey



## The Southwest Regional Conference

**Place:** El Paso, Texas (Hotel Cortez).

**Time:** August 15, 16, 17, 1955.

**K**APPA CHAPTER, of El Paso, officially representing Texas as hostess to the Southwest Regional Conference, extends to all a welcome as warm and as alluring as the city's slogans—"Sunshine Playground of the Border" and "El Paso, the Capital of the Fabulous Southwest."

El Paso, an outpost of Texas situated in the pass at the foot of the Rockies at an elevation of 3,800 feet, should prove an ideal spot for the 1955 Regional Conference, the theme of which is *Together We Build*.

In addition to the U. S. highways which run to, or through, the city (U. S. 62, 80, 54, 85, 180), El Paso is the northern terminus of the Central Highway of Mexico, a paved highway following the route of El

Camino Real (the "Royal Road" traveled by Coronado), which leads to and beyond Chihuahua—225 miles to the south. The city is serviced by major railroads, airlines, and bus companies. Thus it offers possibilities unlimited for those who can combine a more extensive trip with the Conference.

The main factors of the unequaled climatic conditions of El Paso are perennial sunshine, high altitude, and extremely low humidity. Although the official U. S. Weather Bureau readings for a period of over fifty years record the average maximum temperature for August as 91.4, delegates familiar with the Southwest will be prepared for higher daily readings. However, they will also provide a light wrap in anticipation of cooler evenings and of air-conditioned buildings.

When Cabeza de Vaca wandered through the pass on his way to join friends in Mexico in 1536, he hardly envisioned the metropolitan city of over 230,000 people that can be visited today. The first permanent mission in the vicinity—Nuestra Señora de Guadalupe, still in use today—was begun in 1659 by the Franciscan Fathers; however, it was not until 1827 that Juan María Ponce de León acquired the acreage on the north bank of the Rio Grande and created the ranch that became the nucleus of today's city. The growth of El Paso was gradual until 1881, when the first railroads connected it with the "outside world."

Its attractions today are not unlike those of other modern American cities, but they, of course, have a "flavor" all their own: delightful drives in and around the city; fascinating collections reflecting the Southwest, found in the public library and in the International Museum; unusual examples of Tibetan architecture found in the buildings of Texas Western College, a branch of the University of Texas; lovely city parks—evidence that man has succeeded in making the desert blossom; churches representing every denomination; and a modern business area. Attractive residential areas and modern, well-equipped school buildings give evidence of the stability of the citizenry. The intermingling of the civilizations north and south of the border will be noted frequently.

A trip into Juarez may be made as often as the visitor wishes, for it is simply a matter of crossing the bridge by car or cab or on foot. Native American citizens encounter no red tape in crossing; but it is always advisable to carry proper identification, such as a driver's license. (If you are carrying luggage in your car, of course, that will entail customs inspections.)

Juarez offers attractions and experiences that should not be missed: the residential section, whose beautiful homes are examples of modern Mexican architecture; the mission. Nuestra Señora da Guadalupe, one of the oldest missions in North America, antedating the California missions by more than one hundred years; the



EL PASO MISSION

Bull Ring, where the visitor might be fortunate enough to witness an exciting and colorful bullfight; the Monument to Benito Juarez, the George Washington of Mexico, for whom the city was named; the two markets—the Public Market, offering vegetables and other foodstuffs for sale, and the Mercado Colonial, with its native weaving, silverware, glass, pottery, and other examples of Mexican craftsmanship. (Visitors are allowed a maximum of \$200 worth of Mexican purchases once each month, provided said purchases are incidental to their trip abroad.) In Juarez the visitor also finds shops with imported articles at prices lower than can be found in the States and cafes offering either Mexican foods or the more conventional American fare.

Another interesting and scenic trip in the vicinity is a drive of a few hours through the irrigated valleys, which enables the visitor to see something of the farming activity (cotton and alfalfa being the principal crops) and to visit three famous old missions—Ysleta, Socorro, and San Elizario, all dating back to 1680 when the Indians in the upper Rio Grande valley revolted and drove the Spaniards down the river where they settled and established these missions.

Big Bend National Park, 346 miles from El Paso, may be visited by those who are approaching El Paso from the north or east, by leaving U.S. 90 at Marathon and driving sixty-eight miles on State 227, a paved highway, into the park. Big Bend, located where the

Rio Grande makes a great U-shaped bend in its course as it forms the natural boundary between the United States and Mexico, has had a colorful history and offers many natural beauties. Cabins and restaurant service are available, in addition to three campsites; but, since accommodations are limited, reservations should be made well in advance. (National Park Concessions, Inc., Big Bend National Park, Texas.)

New Mexico will also offer stellar attractions for those who attend the Conference—Carlsbad Caverns and White Sands, a National Park and a National Monument. Delegates traveling by rail through Lubbock, Roswell, or Pecos may visit the Caverns en route by paying a small additional fee. It is regrettable that chartered busses cannot be secured from El Paso for this trip; but arrangements will be made for those delegates who might wish to make the round trip—going by bus—on Thursday, after the close of the Conference. It is an experience that none should miss!



CARLSBAD CAVERNS

Tuesday, during the Conference, will be devoted to an all-day trip that will include the White Sands Monument and a visit to Cloudcroft. After enjoying the masterpiece of Nature in the morning, the delegates will enjoy a visit to the famous Lodge, where they will see some magnificent scenery and the world's highest golf course and appreciate the comfort of a warm wrap—even in August.

On Sunday, members of Kappa Chapter will entertain early arrivals with a brief tour of the city and a garden party. The Conference program, which will include breakfasts, luncheons, dinners (only one formal), and general ses-

sions, will cover two days—Monday and Wednesday. The highlight of the Conference will be the dinner on Wednesday evening, at which time our National President, Mrs. Edna McGuire Boyd, will be our guest speaker. This will be followed by an informal reception honoring Mrs. Boyd, which will bring the Conference to its conclusion.

Every effort is being made to provide in this Conference—as in the other three—information, inspiration, and opportunities for fellowship. All are urged and cordially invited to attend and participate!

YVETTE C. ROSENTHAL,  
Southwest Regional Director.

EL PASO SKYLINE



# The Dramatic Montevideo Meeting

SARAH CALDWELL

"Wendell Wilkie, when visiting our capital of Baghdad, said, 'I have heard of the Thief of Baghdad, but I have never heard of so many thieves in it. Indeed they have stolen my heart!' To pass the remark, the Montevidean people, with their charm, prove to be the real Thieves of Hearts."

WITH these words a delegate from Iraq opened his address in a plenary session of the Eighth General Conference of the United Nations Educational, Scientific and Cultural Organization which began in Montevideo November 12 and lasted through December 10. The tribute was typical of the many sincere expressions of praise heard all during the Conference—praise voiced in appreciation of the generous hospitality shown by the friendly peoples of

Uruguay's cosmopolitan capital city.

The praise was well deserved. For two years countless numbers of peoples had made careful preparations not only to ensure adequate physical facilities for the Conference, held in their stately Palacio Legislativo, but also to provide elaborate educational, scientific, and cultural exhibits and a wide variety of programs in each of these fields for entertainment. Each day's "Calendar" listed some special

event sponsored by Uruguayans, always complimentary for members of UNESCO's Conference.

It was at the opening ceremony of the General Conference that one first began to realize the scope of preparations made and warmth of welcome extended by the host country. On that occasion, a beautiful spring morning in the southern hemisphere, business throughout Montevideo virtually came to a standstill. Some 50,000 citizens crowded into the plaza before the capitol building with official UNESCO participants. Standing on the steps of the Palacio was a choir of 3,000 voices—students of all ages wearing regulation white tunics, black Windsor ties and white gloves, representatives of a universal system of free public education. As Uruguay's flag was raised the choir sang the national anthem of the Republic. The "Canticle to Hope," first sung in Belgium in 1952, rang out next as the United Nations flag went up followed by the flags of UNESCO's 72 Member States. Colorful uniformed military guards added to the pageantry. That ceremony and the official greetings from the President of the National Government Council, the Minister of Education and the Mayor of Montevideo made clear that "no one who loves Freedom is foreign in Uruguay."

A UNESCO General Conference is far from being devoted to a series of exhibits, ceremonies and entertainments, however. The program involves long hours of attending a variety of sessions and read-

ing endless detailed documents as homework. Unlike most conferences there is no theme, keynote address, panel presentation nor group discussion on a specific topic. The general Conference of UNESCO, which meets every two years, is definitely a working Conference made up of delegates appointed by their respective governments who speak for these independent, sovereign states.

Sixty-eight official delegations attended the UNESCO General Conference in Montevideo. The 600 odd delegates had the formidable task of discussing and approving a program and budget for the 1955-56 operations of this specialized agency of the United Nations, as well as setting its policies and electing an executive board. (Each member country with paid up contributions has one vote on all matters that come before a Conference. The majority vote rules. There is no power of veto.)

With the seating of Delegations, adoption of an Agenda, election of Senor J. Zavala Muniz, Uruguay's Minister of Education, as President, establishment of the seven major committees and admission of four Associate Members—Sierra Leone, the Gold Coast, British Territories of the Caribbean and Malaya-British Borneo—the work of the Conference moved forward rapidly the first day and a half.

For the next several days there were speeches!

Theoretically these sixty addresses by Heads of Delegations, who had requested the privilege of

the floor, were discussions of the report of Director-General Luther H. Evans and Member State comments on the execution of the program. In reality, too many were only detailed accounts of what had been accomplished, or needed to be done, in the areas of education, science, and culture in their own countries.

There was a marked contrast between the impassioned eagerness and braggadocio of the spokesmen from states with relatively new independent status and the scholarly, conservative comments of elder spokesmen from other countries. Typical of the latter who plead for the long-range viewpoint and for patience in the workings of UNESCO was the New Zealander who said, "UNESCO must be dedicated to the one over-riding purpose of helping human beings throughout the world to live in such conditions, material and spiritual, that they can understand one another, can share the rich diversity of their common cultures, and can learn to live together in peace."

All during the Conference intellectual and technical presentations by speakers from various parts of the world were impregnated with political overtones reflecting the involved inter-relationships of national and global points of view. Political alliances were evident in the voting, too, as in the case of the Soviet Bloc.

The USSR and her puppet states of Byelorussia and the Ukraine suddenly decided to acquire automatic membership in UNESCO in

the spring of 1954. They had refused to sign the Constitution for almost nine years. Soon after this took place, Hungary, Poland, and Czechoslovakia, like prodigal sheep, returned to the fold. Together these six countries tried diligently in Montevideo to have the Chinese Communist regime replace the Nationalist Chinese and to gain approval for Rumania and Bulgaria membership status in UNESCO. It was voted not to consider the first motion and to postpone consideration of the second for two years, since there was not sufficient proof that these last named countries had demonstrated their willingness and ability to "further universal respect for justice, for the rule of law, and for the human rights and fundamental freedoms." (The Montevideo Conference did pass a resolution on the need for making UNESCO a global organization, stating that it would welcome all States not yet members, which have shown they are ready to abide by the obligations of the Constitution.)

The Soviet Union and her satellites made a continuous effort to gain the reestablishment of consultative status with UNESCO for two communist non-governmental organizations — the International Union of Students and the World Federation of Democratic Youth. The final vote was to postpone action.

One of the dramatic debates, tied up with political implications, came in the closing sessions of the Conference. It resulted in the deci-

sion to use Russian as a working language in the Executive Board henceforth along with English, French, and Spanish. This action was taken in spite of the fact that such an expenditure would be for the benefit of only one of the twenty-two members. (Interesting to relate is the fact that there are eighteen different languages spoken as "the mother tongue" by the members elected to the Executive Board in Montevideo.) A translation booth for Russian was in operation in all plenary and major committee meetings during the Eighth Conference.

On most matters the Iron Curtain delegations were rather quiet and more cooperative than in other international meetings. They did take part in cosponsoring two very important resolutions passed unanimously by acclamation.

The first, in final form, presented by India, Czechoslovakia, and the United States, recommended that member countries "should encourage respect for justice, for the rule of law, and for human rights and fundamental freedom, which are affirmed for the peoples of the world without distinction of race, sex, language, and religion by the United Nations Charter and the UNESCO Constitution"—that member states "should direct their attention to gaining recognition for the idea of *living peacefully together, of understanding and cooperation* among all nations, whatever their differences, recognizing the principle of self-determination."

The second resolution, having

twelve sponsors including the USSR, the UK, and the USA, was one which "invites all Member States of UNESCO to take the necessary measures to assure freedom of expression and to remove barriers to the *free flow of undistorted information* between Member States, and to promote the use of the means of mass communication in the interest of increasing mutual confidence and understanding among peoples of the world."

Thus should be recognized and emphasized the actual possibility of finding within UNESCO areas of agreement to be developed among widely separated nations. The underlined phrases (added in this report to attract the reader's attention) are the result of compromise. The first was designed to be "*peaceful co-existence*," the second originally was couched in negative terms which called for "preventing the use of means of mass communications for the propaganda of war." Speaking for the United States, Congressman Hugh Scott told the Conference, "... resolutions, however well they may be worded, are not enough. . . . If it (the resolution) should indeed, as we hope, contribute to a removal of the obstacles and restrictions which at present serve to keep peoples in ignorance of each other, of their aspirations and their achievements, our labors in evolving this resolution will not be in vain."

Other important resolutions included one aimed at eliminating racial prejudice and one on the peaceful use of atomic energy. The

Conference voted in a session devoted to human rights and minority problems to undertake studies to eradicate racial and other discrimination. The action, based on an Indian resolution which said racial discrimination is one of the greatest dangers to peace and human dignity, was expanded by the United States to read "discrimination on the basis of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status." The resolution was accepted enthusiastically by all except the Union of South Africa.

In the field of atomic energy, the UNESCO Conference unanimously instructed the Director-General to extend the organization's full cooperation to the United Nations in the Atoms-For-Peace program. The joint resolution was presented by India, Japan, and France, backed strongly by the US.

Perhaps the most vigorously contested item on the agenda was the matter of changing the status of the Executive Board of UNESCO from a group of individuals who acted on their own right to a solidly constituted body of official government representatives. In a dramatic meeting of the full Conference the final debate was a brilliant show of oratory filled with great emotional appeal. On a roll-call vote the amendment passed by a large majority. It is believed this important change will greatly improve the support UNESCO receives from Member States and will strengthen

the whole operation of the Organization.

In keeping with the desire to strengthen the operations of UNESCO the General-Conference voted overwhelmingly to grant the Director-General extra powers requested by him which will allow him to dismiss employees for incompetence, inefficiency, or lack of integrity. The permanent staff, or secretariat, with headquarters in Paris, is made up of 800 people from many countries. The standards of conduct and achievement of some of the personnel of this heterogeneous group have not always been desirable. It was recognized that, unless the highest standards are maintained among those to whom the execution of UNESCO's program is entrusted, the confidence of all who support the organization will be shaken and possibly be destroyed. Thus by their vote the Member States underlined the fact that the Secretariat is not a supra-national body, but a staff under the control of the nations that make up UNESCO and that all of its members must conduct themselves at all times in a manner befitting their status as international civil servants.

To promote the recruitment of highly qualified specialists to important posts on the Secretariat a recommendation was approved in support of the principles that Member State officials released to take up employment with UNESCO should, at the end of their service, be restored to a position equal to that previously held and, if possi-

ble, such service should be recognized for purposes of seniority. It was recommended also that governments, where appropriate, should encourage private institutions to give similar assurances to their members.

To understand that all the time attention was being given to administrative and policy-making matters there was being woven into the Conference procedures the vitally important work of the Program and Budget Commission is to appreciate the complexity of organizational structure through which a General Conference of UNESCO operates.

After the provisional spending budget for 1955-1956 had been set at \$20,605,830, it was the duty of the Program and Budget Commission to examine in detail the Draft Program and related documents. This required thirty-seven sessions of from two to four hours each.

In an effort to create a program at once idealistic and realistic, in the light of experience gained, the Executive Board undertook "a reconsideration" of the present and future work of UNESCO during its meetings in 1953-1954. The study resulted in a new-type remodeled draft program, with changes both in the form and the substance, being presented by the Director-General in Montevideo.

It was approved that all future programs would be arranged in two parts—General and Special activities. General activities are to be the responsibility of the Organization. They will be continuing or permanent services conducted by the Sec-

retariat for the common interest of all, such as (1) collection and exchange of information, (2) advice to other international agencies, (3) preparation of international conventions, and (4) assistance to international collaboration between specialists (non-governmental organizations). Special activities are those designed to meet specific needs of Member States, to provide a practical solution to concrete problems. They may be initiated by the Organization or undertaken at the request of Member States.

The major part of UNESCO's resources and energies will be devoted to special activities, with particular emphasis on *Priority* areas or those subject fields which the General Conference decides are of vital importance to social progress and international understanding. The duration of such priorities might cover one or more biennial periods.

These priority areas, as selected by the Eighth General Conference, are: (1) free and compulsory education at the primary level, (2) fundamental education—that is, education directly linked to skills required for higher living standards, (3) racial, social, and international tensions, (4) mutual appreciation of Eastern and Western cultural values, and (5) scientific research for the improvement of living conditions.

The Director-General has been instructed to prepare, during the next biennium, a small number of *Major* projects, selected from the priority area on which work might begin during 1957-58. Thus, in line

with appeals made for several years, the remodeled program is directed toward a more desirable concentration of activity. The 242 projects of 1952-1954 have been reduced to 69 for the next two years.

It was in the detailed examination of the program to determine a just and suitable balance of budgetary support for the various items that Sir Radhakrishnan's words, "UNESCO's weakness is human weakness," were plainly manifested. Delegations with very positive instructions to follow concerning a project were adamant in their position. Delegates having a deep self-interest in a particular activity spoke with ardent fervor for its support. Even the Secretariat openly sought to gain approval for certain proposals. At times there were groups pressuring for an objective. The chairman was not always able to keep the sessions functioning smoothly or on schedule—he occasionally went to the floor to take part in a debate. Added to all this, some of the countries with candidates seeking election to the Executive Board consistently voted with their political supporters, regardless of the motion or its merit. The result was that even the wise and practical members could not prevent decisions that increased the program budget \$145,000 beyond its original proposal.

A hurried review of all program chapters in the closing hours of the Conference effected sufficient reductions to stay within the funds available. However, several worthy items suffered needless losses in this pro-

cedure, while others not so deserving of UNESCO support passed by unchanged.

The genuine concern felt by many over this method of operation was voiced in a resolution instructing the Executive Board to study the problem of organizing the Ninth Conference in order to determine ways of improving the efficiency and expediting the work of the main commissions. This study, with one suggested for the Director-General to make regarding the administrative set-up of the Secretariat, particularly the tendency to keep each unit in a water-tight compartment and the rigid symmetry of Department programs, should improve greatly the programming procedures and plans at the 1956 General Conference to be held in New Delhi, India.

There were many registered observers at the Montevideo Conference, most of whom represented international non-governmental organizations having consultative status with UNESCO. For the most part these observers lived in or near Uruguay and were attending their first UNESCO meeting. Very few organizations sent a special representative, as did the World Confederation of Organizations of the Teaching Professions (WCOTP).

While an observer rarely speaks before a conference session and has no vote, there is the opportunity to be active in conference affairs beyond listening and taking notes. As an international representative an observer has the privileges of a freelancer, of being able to confer with

all delegations to interpret a program and to secure support for activities being promoted.

As a result of closer liaison established in Montevideo with countries where WCOTP members are found, many delegates spoke out in strong support of the Confederation's work, in recognition of its growth, vitality, and effective furtherance of international knowledge and understanding among teachers and students; of its influence in fostering UNESCO aims. The Assistant Director General, in answering a statement "that UNESCO, in planning future programs, should take into consideration the potential of the great army of teachers of the world and give WCOTP subventions worthy of its potential value," stated that the Secretariat would attempt to strengthen the bonds existing between UNESCO and the members of the teaching profession according to the suggestions made. WCOTP will receive a \$4,000 appropriation from UNESCO for each of the next two years.

Certain problems which seem to be common to all countries form the basis of UNESCO's proposed education program for 1955-1956. These include the drafting of long-term plans for free and compulsory schooling, education of teachers (particularly rural teachers), a balanced curriculum adapted to the needs of the local community, adequate school buildings, and making education more fully available to girls. These plans are desirable, but literally they are decisions of ad-

ministrative theorists! Only five of the delegates in Montevideo were known to have direct contacts with children and youth in the classroom. If UNESCO is to have a sensitive responsiveness to the educational needs and improved methods of meeting those needs, every national delegation should in the future include representatives of the organized teaching profession. Those who are qualified to carry forward and coordinate the program of education in such a way as to avoid waste of effort and confusion of ideas should have a voice in the General Conference of UNESCO.

This frank reporting of what took place at the Eighth General Conference, as interpreted by one individual and by no means complete, should not be misconstrued as discouraging. A friend criticizes and warns, an enemy strikes! UNESCO, founded in 1946 and therefore still very young, did not achieve all things hoped for at Montevideo, but it did make progress—progress toward promoting international understanding through the exchange of knowledge and ideas.

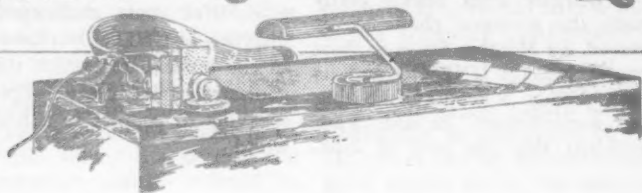
Seldom, if ever before, have delegates put as much emphasis upon the fact that all members in UNESCO are donors and recipients in the program, that all have a cultural heritage to share with others, regardless of their material development. "There cannot be much international understanding on an empty belly nor in an ignorant

head," said one delegate. "Technical assistance may have to provide conditions under which international understanding can exist . . . but take care not to overemphasize it. Ideas on different levels, like water, follow the downward flow when barriers are removed. Ideas of undeveloped countries can't flow up hill very well. UNESCO must help to "pump up" these ideas and other gifts to be offered from the undeveloped—philosophies, arts, and religions—against a current of technical and material things."

A delegate from Burma really made the strongest challenge, it seemed, for Member States to show greater faith in UNESCO and its work. "When a deep and abiding faith is established," he said, "I am confident that the mist of *loba*,

*dosa*, and *moha* will disappear." These words, he explained, in the teaching of Buddha, meant three flames. In the sacred language of Pali they were interpreted as *greed*, *anger*, and *infatuation*—the cause of distrust, fear, misunderstanding, and all evil of mankind. He felt when these flames were extinguished that all peoples would prefer to build schools, public libraries, and museums rather than gigantic products of armaments for the destruction of humanity and culture. And so a colored man in a colorful dress challenged the members of UNESCO to have faith in the purpose for which the Organization was created—peoples speaking to peoples in a peaceful world.

## Across The Editor's Desk



"IF YOU would *create* something you must *be* something." Had the poet Goethe been commissioned to voice for us at this particular moment in our history a ringing challenge, he could not have stated it in more poignant fashion.

We are engaged in building a great structure—not just the headquarters of brick and stone which we hope will stand in beauty and dignity ere long as a symbol of our unlimited faith—but a structure built of shared aspirations, of noble enterprises, of professional stature.

That intangible building has been going on every hour of every day for more than a quarter of a century. It has reared its steeples skyward and as steadily as the building of a great cathedral moves through the years it has made its majestic progress.

At times architectural planning has been less than adequate. At times material has been faulty and the work had of necessity to be done again. At times the very walls threatened to collapse. But slowly, surely the great structure has gone

forward to unbelievable heights and magnificent proportions. Not yet is it finished, however. It needs flying buttresses of greater spiritual fellowship. It calls for Gothic arches of soaring and imposing purpose. It demands towers that point toward the sun in beauty and harmony of endeavor.

*Together we build!* This is the inspiring watchword for the great building campaign, now under way, that will see its realization in a beautiful structure designed to house our material possessions; to give us facilities to insure tangible development; and to care for the ever-expanding needs of a growing organization. In our concern for the realization of this dream, however, we must not be diverted from the contemplation of the great spiritual goals to which we are committed. We must never forget those purposes; nor must we ever fail to work unremittingly toward their accomplishment. It would be

a stupendous tragedy if, in our anxiety to see completed the building we have envisioned, we lost sight even temporarily of the great basic causes to which we have pledged our allegiance. These things cannot wait; they are too momentous!

Your officers are keenly aware of this apparent dichotomy of goals, but we believe that in the "togetherness" of our shared projects, material and spiritual, we shall be seeking and arriving at that oneness of spirit we have so long coveted.

Every regional meeting will be keyed to the theme, *Together We Build!* Every one will stress the vital necessity of our being the kind of women who can create the structure of the spirit for which we long.

*If you would create something, you must be something!* This is our watchword!

M. M. S.



## Grey Gables

ETHEL PERCY ANDRUS

**I**T HELPS build a pride of competence and achievement to own a piece of land. When that land is beautifully situated and serviceably equipped with houses and landscaping of beauty, one is likely to feel an added stature in one's sense of distinction and accomplishment.

Just so every teacher-member of the National Retired Teachers Association must feel when he thinks of Grey Gables, Ojai, California, for Grey Gables is *his* property, bought for him by its residents and dedicated to the use of his association in perpetuity. He owns it, and it is beautiful and it is serviceable.

Grey Gables is more than buildings and land—more than a residence of retired teachers or a head-

quarters of a national group. Grey Gables is a symbol of retired teachers' own aspirations. Grey Gables demonstrates what can be accomplished by groups seeking solutions to similar problems, inspired by courage and vision. Grey Gables is a realization that retired folk need not wait to be served by their younger brethren but can build and administer their own future.

Grey Gables is a club-type, self-sustaining, non-profit home for group living, one answer to the teacher's problem of retirement housing, for it offers an adventure in spending one's leisure years in one of California's loveliest of sunny valleys, enjoying metropolitan living against a mountain setting. It is at once a quiet home for re-

laxation and a dynamic cultural center; it offers both and, in addition, luxury accommodations with a gracious informal hospitality.

The story of its founding is an interesting one. In the effort of the National Retired Teachers' Association to help liberalize retirement benefits and remove federal income tax inequities, and so to provide comfortable and carefree living for our members, we grew more and more convinced that there are some needs much more important than those which mere financial security can satisfy. There are devastating, crippling, and humiliating circumstances that often beset folks as they grow older—other hungers for which we as an association might find safeguards and satisfactions.

Loneliness, boredom, the tendency to grow mentally and physically careless and indifferent, the terrifying sense of insecurity and possible physical or mental incompetence, the spiraling costs of nursing and medical care, the harrowing fear of lack of privacy and independence—all the uncertainties of advancing years; these became the dragons we saw and resolved to slay.

Plans and specifications we needed to effect this.

Our first problem was to draw up the specifications for such project. In brief, they were these:

1. Protection and privacy and freedom.
2. Diet adequately suited to nutritional needs and condition.
3. Health security, granting gen-

eral medical care.

4. Environment adapted to the needs and comforts and diverse potentialities for living and for growth.

5. Situation away from smoke and confusion of city, in a community with available resources of a cultural nature.

Then began the period of scouting. Ojai Valley, California, midway between Los Angeles and Santa Barbara, fourteen miles inland from the coastal fogs, answered the description. It was unique in beauty, facilities, and desirability. It had everything—climate, dramatic scenery, comfort, congenial residents, and the cultural advantages of a little town with a big vision.

There we found, four blocks away from the main street of town with its churches, library, cinema and shops, a tract of five acres of level land on which stood two handsome buildings. Finished in 1949 and known as Grey Gables, they had been built by their owners as a cultural and community center.

The essentials of our plan being agreed upon, next came the legalistic problems involved.

An organization must be formed so that legal responsibility would be clearly defined and administrative authority specifically placed. A Board of Trustees or Directors must be chosen which would determine policy and exercise administrative controls; it must also represent the constituency to be served by the home and be centered geo-

graphically close to the home.

The organization itself must then be incorporated under the laws of the State of California. All these essentials evolved into the formation of the Bureau of Homes, National Retired Teachers' Association, with its Articles of Incorporation stating in broad terms its purpose, structure, powers, and duties, with a personnel of men and women sincere in interest in the welfare of the aging and in the program of Grey Gables, with sufficient time to devote to the Board's functions and responsibilities and a general background of experience that would provide ability to contribute soundly to the activities and deliberations of the Board. The development of the budget followed: the problems of operating funds, the organization of committees, etc.

First came the problem of securing from the city the zoning rights to conduct such an enterprise in a residential district. Next came the problem of financing. The initial cost of the building and the site must have added to it the price of alterations needed to satisfy all the requirements of both local and state authorities licensing such a venture, as to building construction, fire hazards, social welfare, etc. The sum total of these costs was then divided among the possible residents, with apartment price within range of current retirement benefits, and yet large enough to meet costs of sales as well, but still remain non-profit. Life-lease

prices were then established according to floor area, view, desirability, etc.

Monthly care had to be computed on the basis of a probable employee for every three residents, the medical services, food costs, etc. The placing of these charges was the result of gathering facts and figures gained through the like experiences of similar associations in periods of ten to twenty years of service.

Since every apartment is unique and charming and yet all vary in size, the costs were figured to be \$4,000 to \$8,500 with the member furnishing his own apartment.

The fee for board, general care, and cleaning was to be payable monthly in advance. The meals were planned to be well balanced, varied, and wholesome, prepared with special attention given to the highly protective foods, the minerals, the high-quality proteins, and to be served with care and gracious refinement.

The general medical care of members was a crucial problem. Once a member is a part of Grey Gables, his health must become the concern of the Residence as to diet, needed medicine, as well as the services of the physician in residence in Ojai, and required hospitalization.

General cleaning must be given fortnightly, but daily cleaning would become the responsibility of the member.

These material features in design we felt must be dramatized and

vitalized by rich programs of planned activity, which would encourage maximum participation and expansion on the part of residents and extend these services (and the patrons) into the community, and also use community resources to supplement and make more effective our own. Social and recreational activities, occupational opportunities, and religious services were scouted and planned to be utilized.

With this framework agreed upon, the special functions of group living arranged, the next problem for solution was that of residents. What group could we best serve? What group is most in need of the services we plan to set up?

Admission policies and procedures were thereupon discussed pro and con. Practices in other homes were studied, and standards at long last adopted. These are expressed in the following statement to inquirers:

"Grey Gables is definitely not either a Rest home nor an Old Folks' Home. It is a place for teachers no longer in active service who can make of retirement fulfillment rather than escape. For this reason we are seeking for this experiment teachers with adventurous good will who are forward looking and who believe that the future holds for them an adventure in the fine art of living together for the common good. We urge upon our prospective candidates that the time to begin a new career in living is when one sees life as still enriching and enlarging. To wait until one has exhausted the possibilities of enjoyment is to wait too long; Grey Gables is not for them."

Criteria for pre-entrance evaluation of health and mental condition were then established, e.g.,

physician's report, interview, social history, references, etc., and admission policies agreed upon.

Other problems then loomed: How to decide on individual applications. What referral services would be given to applicants not accepted? Should there be a probationary period? What would be our counseling services during admission and early adjustment periods?

Such is the history of Grey Gables, told so that others with the need and the drive and the vision may be impelled to do likewise.

As president of the National Retired Teachers Association, I wish to pay tribute, both personally and in my official capacity, to the pioneers of Grey Gables, those members of our profession who saw in it promise of realization of a dream and dared to make that dream a reality. Knowingly and planfully they have built here a tradition of gracious living; by their payments they have provided for our fellowship a place for fascinating and friendly associations and activities, and they have endowed it with a priceless ingredient, a cheerful atmosphere of mutual regard and helpfulness.

These founding members are indeed *Very Important Persons*. They need to be recognized publicly, for through their foresight and courage they have provided for NRTA a place of friendly associations and have themselves contributed its atmosphere of fellowship, mutual helpfulness, happiness, and good will.



*They have gone*

*Where there are no shadows, no doubts, no yearnings,*

*Where fellowship is a great reality.*

#### **Alabama**

Miss Mabel Coons, Kappa Chapter, on December 9, 1954, in Huntsville.

Mrs. Mary Dale Miller McCord, on November 15, 1954, in Guntersville, member of Alpha Iota Chapter.

#### **Arizona**

Miss Madge Winifred Utterback, Alpha Chapter, on October 1, 1954, in Tucson.

#### **California**

Miss Nelle Morris Pryor, on August 22, 1954, in Turlock, member of Alpha Epsilon Chapter.

Miss Mildred Reed, Gamma Gamma Chapter, on December 11, 1954, in Long Beach.

#### **Colorado**

Miss Cora Mae Gwynn, charter member of Beta Chapter, on November 23, 1954, in Pueblo.

Miss Della Pogue, in Fort Lauderdale, Florida, on January 5, 1955, charter member of Eta Chapter.

#### **Florida**

Mrs. Ebba Norman Gould, Honorary member of Theta Chapter, on December 7, 1954, in West Palm Beach.

Miss Marion Vories, Lambda Chapter, on October 5, 1954, in Winter Haven.

#### **Illinois**

Miss Nina Gresham, on December 26, 1954, in Champaign, member of Xi Chapter.

#### **Indiana**

Miss Lora Amelia Lewis, Delta Chapter, on July 6, 1954, in Flora.

Miss Ethel Silverstein, Delta Chapter, on September 1, 1954, in Terre Haute.

Mrs. Margaret E. Rosencranz, on December 15, 1954, in Evansville, member of Pi Chapter.

#### **Kansas**

Miss Hazel Dawson, Omicron Chapter, on December 6, 1954, in Lawrence.

Miss Vernita Faye Rich, in Emporia, on June 15, 1954, member of Phi Chapter.

Mrs. Anna Brown, Honorary member of Rho Chapter, on December 20, 1954, in Pittsburgh.

**Louisiana**

Miss Euphroine Deshotels, Gamma Chapter, on October 11, 1954, in Rayne.

Mrs. Rosa W. Leguenec, in Tyler, Texas, on October 10, 1954, member of Gamma Chapter.

Miss Genevieve Violet, Gamma Chapter, on July 7, 1954, in Baton Rouge.

**Michigan**

Miss Mildred B. Forbes, Iota Chapter, on November 23, 1954, in Saginaw.

Miss Mary Louise Bohacek, in Omaha, Nebraska, on December 1, 1954, member of Rho Chapter.

**Missouri**

Miss Pauline Annette Humphreys, state founder and member of Mu Chapter, on January 25, 1955, in Warrensburg.

**Montana**

Miss Jessie Wear, Alpha Chapter, on December 8, 1954, in Missoula.

**Nebraska**

Miss Lillith Waggener, Epsilon Chapter, on December 29, 1954, in Lincoln.

**New Hampshire**

Miss Marie Nixon, Gamma Chapter, on December 23, 1954, in East Rochester.

**New York**

Mrs. Orpha Mae Hoffman Thomas, on November 6, 1954, in New York City, member of Epsilon Chapter.

**North Carolina**

Miss Sue E. Reese, Gamma Chapter, on October 30, 1954, in Hendersonville.

Miss Margaret Skinner, Gamma Chapter, on September 19, 1954, in Waynesville.

Mrs. Gladys Coley Chaffin, in Elizabeth City, on December 21, 1954, member of Pi Chapter.

**North Dakota**

Miss Mary Goodrich Deem, Honorary member of Alpha Chapter, in Williams-ville, New York, on January 1, 1955.

**Ohio**

Miss Carolyn G. Bradley, Gamma Chapter, on December 8, 1954, in Indianapolis, Indiana.

Miss Flora B. Lentry, Delta Chapter, on November 12, 1954, in Mansfield.

Miss Gertrude Munn, on December 6, 1954, in Bellevue, member of Zeta Chapter.

Miss Nora Droese, Omega, Chapter, on November 2, 1954, in Painesville.

Miss Mary A. Hartmann, in Tiffin, on November 5, 1954, member of Alpha Sigma Chapter.

**Oklahoma**

Miss Ethel Brewer McMillan, charter member of Alpha Chapter, in Oklahoma City, on December 31, 1954.

Miss Margaret Alice Neiman, Beta Chapter, on December 9, 1954, in Wichita, Kansas.

Mrs. Nina B. Muncie, Epsilon Chapter, on January 6, 1955, in Norman.

**Texas**

Mrs. Edith Speer, Rho Chapter, on July 29, 1954, in Edinburg.

Mrs. Edith Dirks, Honorary member of Gamma Omicron Chapter, on November 1, 1954, in Tuleta.

Mrs. Mae Dirks, Honorary member of Gamma Omicron Chapter, killed in automobile accident in Atmore, Alabama, on May 26, 1954.

Mrs. Johnnie Jennings, charter member of Delta Alpha Chapter, on December 30, 1954, in Rising Star.

**Virginia**

Miss Mary B. Quicke, Zeta Chapter, killed in automobile accident in Walterboro, on December 3, 1954.

**Washington**

Miss Harriet E. Hubbard, charter member of Kappa Chapter, on November 1, 1954, in Seattle.

Mrs. Emile Conboy, in Goldendale, on January 11, 1955, member of Alpha Zeta Chapter.

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Name.....		
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### PRICE LIST

Large size key, 10K gold...	\$5.00
Large size key, 1/10 10K gold filled .....	3.50
Small size key, 10K gold....	4.00
Small size key, 1/10 10K gold filled .....	2.50
Additional price for pin and safety catch	
On large size key, 10K or gold plated .....	1.00
On small size key, 10K or gold plated .....	.75
Official 10K gold ring .....	8.25
Official 14K gold ring .....	10.25
Chapter President bar pin, 10K gold .....	9.00
1/10 10K single rolled gold plated .....	5.00
Add 20% Federal Tax and Any State Tax to the price listed.	

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